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ABSTRACT

This report briefly reviews the history of the open admissions policy at the City University of New York, which offers admission to all New York City high school students graduated in June 1970 and thereafter to some college or center of the University, effective September 1970. The report consists of six sections: (1) The Decision for Open Admission; (2) Preparation for Open Admission; (3) Open Admissions Launched, Fall 1970; (4) New York Times, Time Magazine, Newsweek, and New York News clippings; (5) Preludes to Open Admission; and (6) a bibliography on open admissions. Except for sections 4 and 6, the sections consist of CUNY news releases and Board of Higher Education statements, in addition to some clippings. Attached to the report is a revision of Chapter 2 of the 1968 Master Plan dealing with student enrollment policies and trends. (AF)

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THE OPEN ADMISSIONS STORY

1970 At The City University of New York

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Office of University Relations
The City University of New York
535 East 80 Street
New York, New York 10021

HE 002 018

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STUDENTS MAY TELEPHONE, 790-4581 - FOR CATALOGUES WRITE
INDIVIDUAL COLLEGES AND THE GRADUATE DIVISION.

			FOUNDED
THE CITY UNIVERSITY OF NEW YORK	ALBERT H. BOWKER, chancellor	535 East 80 St., New York 10021	1847
GRADUATE DIVISION	MINA REES, president	33 West 42 St., New York 10036	
SENIOR COLLEGES			
BERNARD M. BARUCH COLLEGE	JEROME B. COHEN, actg. president	17 Lexington Ave., New York 10010	1919
BROOKLYN COLLEGE	JOHN W. KNELLER, president	Bedford Ave. & Ave. H, Brooklyn 11210	1930
THE CITY COLLEGE	ROBERT E. MARSHAK, president	Convent Ave. & 138 St., New York 10031	1847
**MEDGAR EVERS COLLEGE	RICHARD D. TRENT, president	1127 Carroll St., Brooklyn, N.Y. 11225	1968
HUNTER COLLEGE	JACQUELINE GRENNAN WEXLER, pres.	695 Park Ave., New York 10021	1870
JOHN JAY COLLEGE OF CRIMINAL JUSTICE	DONALD H. RIDDLE, president	315 Park Ave. South, New York 10010	1964
HERBERT H. LEHMAN COLLEGE	LEONARD LIEF, president	Bedford Park Blvd. West, Bronx 10468	1931
QUEENS COLLEGE	*JOSEPH P. MCMURRAY, president	65-30 Kissena Blvd., Flushing 11367	1937
RICHMOND COLLEGE	HERBERT SCHUELER, president	130 Stuyvesant Pl., Staten Island 10301	1965
YORK COLLEGE	DAVID NEWTON, actg. president	158-11 Jewel Ave., Flushing 11365	1966
COMMUNITY COLLEGES			
BOROUGH OF MANHATTAN C. C.	EDGAR D. DRAPER, president	134 West 51 St., New York 10020	1963
BRONX C. C.	JAMES A. COLSTON, president	120 East 184 St., Bronx 10468	1957
EUGENIO MARIA DE HOSTOS C. C.	NASRY MICHELEN, president	260 East 161 Street, Bronx, N.Y. 10451	1968
KINGSBOROUGH C. C.	THEODORE POWELL, president	2001 Oriental Blvd., Brooklyn 11235	1963
MID BROOKLYN CENTER		317 Clermont Ave., Brooklyn 11205	
**FIORELLO H. LA GUARDIA C. C.	JOSEPH SHENKER, president	31-10 Thomson Ave., L.I. City, N.Y. 11101	1968
NEW YORK CITY C. C.	MILTON G. BASSIN, president	300 Jay Street, Brooklyn 11201	1946
QUEENSBOROUGH C. C.	KURT SCHMELLER, president	Springfield Blvd. & 56 Ave. Bayside 11364	1958
STATEN ISLAND C. C.	WILLIAM M. BIRENBAUM, president	715 Ocean Terrace, Staten Island 10301	1955
AFFILIATED INSTITUTION			
MOUNT SINAI SCHOOL OF MEDICINE	GEORGE JAMES, president	Fifth Ave. & 100 St., New York 10029	1963
URBAN CENTERS	Operated by community colleges		
Brooklyn	under contract with State	470 Vanderbilt Ave., Brooklyn, N.Y. 11238	
Manhattan	University	109 West 125 St., New York, N.Y. 10027	

Officers of the university: Seymour C. Hyman, deputy chancellor; Julius C. C. Edelstein, vice chancellor for urban affairs; Timothy S. Healy, vice chancellor for academic affairs; Bernard Mintz, vice chancellor for administration; Frank J. Schultz, vice chancellor for budget and planning; Allen B. Ballard, Jr., dean for academic development; Leon M. Goldstein, dean for community college affairs; Richard H. Logsdon, dean for libraries; J. Joseph Meng, dean for student affairs; Benjamin Rosner, dean for teacher education; Peter S. Spiridon, dean of campus planning and development; Henry D. Paley, director, university relations; Joseph P. Wells, executive assistant to the chancellor; Duncan Pardue, special assistant to the chancellor.

*Joseph S. Murphy, president elect - effective 2/15/71

**Opening 1971

12/7/70

OPEN ADMISSIONS

BACKGROUND

When City College, the first unit of the City University of New York, was established in 1847, its stated goal was "to bring the advantages of the best education that any school in our country can give within the reach of all the children in the city whose genius, capacity, and desire of attainments are such as to render it reasonably certain that they may be made, and by such means would become, eminently useful to society."

CUNY's goal remains much the same today, but the determination of the "genius, capacity, and desire of attainments" has broadened to include students not previously considered to be capable of benefiting from a college education.

In 1964, the university's College Discovery program was begun. High school graduates who were not eligible to enter the University under existing standards were admitted to the community colleges where they were given intensive remedial instruction and were brought up to the educational level of their fellow students. That was the first major step toward granting admission to large numbers of poorly prepared students. Since that time, the College Discovery program has been extended into the high schools, SEEK and other programs for disadvantaged students have been introduced, and the university has been expanding its enrollment each year.

9/14/70

It was in this context that the policy of open admissions (then called "100% enrollment") was introduced. At its meeting of February 28, 1966, the Board of Higher Education of the City of New York, on the recommendation of the University Administrative Council, affirmed its determination "to offer the benefits of post-high school education to all residents of New York City who are able and eager to avail themselves of these benefits." The Board resolved to call upon "the City and the State of New York to give the City University with all speed the physical facilities and fiscal support, together with the flexibility of administrative procedures, which will enable it to carry out the aforesaid program...without delay."

The original target date of the policy was rather vague, with 1975 and 1980 mentioned as possible goals. Expanding annual enrollments, increased admission of minority group students, and stepped-up building programs were to lead up to the goal itself. Then, in its 1968 Master Plan, the Board reaffirmed its commitment to 100% admission, and established 1975 as the target date.

In the spring of 1969, students at City College began demonstrating for acceptance of five demands, one of which was increased enrollment of disadvantaged black and Puerto Rican students. During negotiations with the faculty, a dual admissions system was proposed, under which half of the 1970 entering class at the college would be admitted using the existing criteria of high school average and test score, and the other half of the class would be selected from graduates of public high schools which consistently produced a small number of students with academic diplomas and which had large proportions of black and Puerto Rican students. For the 1969 entering class,

for which acceptances had already been issued, the college was asked to admit 300 additional freshmen, recruited from high schools in Manhattan and the Bronx, which traditionally produce few academic diplomas.

A faculty negotiating team accepted the proposed dual admissions system, but neither the college's tenured faculty nor the Board of Higher Education found such a system acceptable. The Board began a series of public hearings to determine the views of students, faculty, alumni, and community representatives. Then, at a special meeting on July 9, 1969, the Board issued a statement reaffirming its commitment to an open admissions policy and directed the chancellor of the university to determine the feasibility of putting the open admissions plan into effect in Septembe 1970 rather than September 1975. The Board also charged the University Commission on Admissions to "review and make recommendations concerning the admissions system of the University" and to "recommend a specific system of admissions criteria which will implement the preceding provisions, and which will also insure that each unit of the University is given significan responsibilities for preparing the academically less prepared student to engage in collegiate study."

The guidelines set for the open admissions plan were:

a. it shall offer admission to some university program to all high school graduates of the city.

b. it shall provide for remedial and other supportive services for all students requiring them.

c. it shall maintain and enhance the standards of academic excellence of the colleges of the university.

d. it shall result in the ethnic integration of the colleges.

e. it shall provide for mobility of students between various programs and units of the university.

f. it shall assure that students who have been admitted to specific community or senior colleges under prior admissions criteria shall still be so admitted.

On October 7, 1969, the Commission on Admissions submitted its report to the Board of Higher Education. The "major mandate" given the commission had been the responsibility to recommend a system of allocating students to various programs of the University. The commission recommended a plan based on the student's class rank, rather than on grade average as in the past. This, according to the commission, would prevent the concentration of black and Puerto Rican students in the community colleges and urban centers.

Following the issuance of the report, the Board held public hearings on its contents. On November 12, 1969, the Board reaffirmed its policy to offer admission to all New York City high school students graduated in June 1970 and thereafter to some college or center of the University, effective September 1970. The statement included the exposition of a plan of placement which combined the old grade average plan with the class rank system proposed by the Commission on Admissions. This plan assured ethnic integration but also ensured that any student who would have been admitted to a senior college under the old plan would still be admitted to a senior college under the new one.

On September 25, 1969, a University Task Force on Open Admissions was established to organize, assist, and coordinate the efforts of the several colleges to implement the university's open admissions policy.

Among the tasks that have been undertaken at the various colleges in preparation for open admissions are the rental and/or construction of new facilities; the hiring of additional faculty members, particularly ones who have specialized in remediation; and the development of orientation programs and special remedial curriculums.

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NEWS: CUNY Admissions Policy
THE CITY UNIVERSITY OF NEW YORK
535 East 80 Street, New York, N.Y. 10021 Tel. 212 360-2121
Henry D. Paley, *Director of University Relations*

I THE DECISIONS FOR OPEN ADMISSIONS

FOR IMMEDIATE RELEASE July 9, 1969

In a move which it described as "an equitable and durable answer to the question of admissions" to the City University of New York, the Board of Higher Education tonight set September 1970 as the target date for offering CUNY admission to all New York City high school graduates.

The new date would cut five years from the 1975 open admissions goal that was first set in CUNY's 1964 Master Plan and reaffirmed last year.

Alluding to the recent wave of campus protests demanding increased enrollment of minority group students, the board declared, "The question of increased enrollments is no longer one of how many students should be admitted, but rather whether and how soon the resources adequate to meet our commitment to all the people of our city will be forthcoming."

The board, trustees of the nation's largest urban university, directed Chancellor Albert H. Bowker to "immediately determine the feasibility of initiating an open admissions policy" by the fall of next year. Dr. Bowker will report to the board by August 15 and present it with an implementation plan - to be drafted in concert with recently appointed University Commission on Admissions - by October 1.

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Laying out general guidelines for the plan, the board asked that it:

- "offer admission to some university program to all high school graduates in the City"

- provide sufficient remedial and supportive services so that the new admissions policy does not "provide the illusion of an open door to higher education which in reality is only a revolving door, admitting everyone but leading to a high proportion of student failure after one semester"

- "maintain and enhance the standards of academic excellence of the colleges of the university"

- result in ethnic integration of CUNY colleges

- provide for increased student mobility among various CUNY programs and units

- assure that all admitted to specific CUNY colleges under current admissions criteria "shall continue to be so admitted."

The board instructed Chancellor Bowker to initiate discussions with Governor Rockefeller, Mayor Lindsay, state and city legislative leaders "to determine if adequate support for immediate implementation of an open admissions plan will be forthcoming."

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The accelerated open admissions policy objective was part of a four-section statement in which the board responded to the "five demands" negotiated at City College in May by representatives of the college administration and the Black and Puerto Rican Student-Faculty Community. The board had previously approved a fifth item, recommended by the college's education faculty, that students preparing for teaching careers be required to take courses in the Spanish language and Afro-American and Puerto Rican history.

Rejecting the demand that City College establish a separate degree granting "School of Urban and Third World Studies," the board adopted a policy calling upon all CUNY colleges "to encourage the development of programs of Black and Puerto Rican studies...and to give the funding of these programs special priority."

Pointing to future establishment of separate degree-granting schools the board said it would withhold approval "until such time as the board is satisfied that this is warranted by the attainment of such faculty and program strength as would deserve such status at any college within the university."

Noting that courses in Afro-American and Puerto Rican studies are now offered at all CUNY colleges, the board declared, "Nevertheless, when considering the great body of knowledge existing in these areas and the critical importance of these studies to the urban problems of our time, it is our considered judgment that further efforts should be made and made promptly."

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The board called upon CUNY senior colleges to set up Afro-American and Puerto Rican studies "as interdisciplinary degree programs, institutes or departments, or in some other structure as may be desirable." Community colleges were authorized to handle Black and Puerto Rican curriculum as "course sequences, program options or electives."

To attain "national preeminence and leadership in these fields," the board directed CUNY to "establish as quickly as possible institutes for research in Black and Puerto Rican studies."

Responding to the City College Faculty-Senate's decision last month to table the Afro-American and Puerto Rican studies issue until the fall, the board called for a faculty recommendation by August 15 "because of the great importance and urgency of the matter."

To the demand that a separate freshman orientation program for Black and Puerto Rican students be established at City College, the board responded that it would "welcome the establishment of supplementary orientation programs organized to meet the needs of any specific group of students, provided that attendance at such programs is voluntary, and that all students who wish to participate are offered the opportunity to do so."

The board answered the demand that City College SEEK students participate in the selection of the college's SEEK director and determination of the program's curriculum by calling for university-wide restructuring of SEEK administration and by pointing out that the colleges have authority

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to develop student and faculty committees "to advise on matters of curriculum, student activities, and fauclty recruitment."

The board also asked each CUNY college to establish a department to include SEEK counselors and other faculty members in similar programs who are not normally included in department structures covering traditional college disciplines.

The board authorized transferring jurisdiction of the University Central SEEK program, now at the Hotel Alamac, to City College. It also approved expansion of that program which will increase the SEEK population at City College by 500 students in September 1969.

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EXCERPTS FROM STATEMENT OF POLICY BY THE BOARD OF HIGHER EDUCATION

Adopted at a Special Meeting Held July 9, 1969

"Perhaps no issue at the City University has ever received as much attention as the "Five Demands" at City College. Negotiations at City College were followed by lengthy and intensive review and analysis by the City College Faculty Senate and the City College Administration. The Student Senate at the College developed a position after careful study, and polls were taken of the entire faculty to gain more insight into the issues. The Board itself has devoted five special meetings to these issues, in addition to discussions at regular Board meetings and meetings of its Executive Committee.

"The issues with which the Board was confronted transcended the immediate concerns of City College, and in fact the University itself. They are the basic issues of our City and of our society. In dealing with these issues, the Board was faced with the necessity of re-examining our programs and structures so as to meet legitimate needs and aspirations of all the City's youth, while at the same time preserving the educational integrity of the University, without which we would be perpetrating a cruel hoax upon all those who desire and deserve a higher education of true excellence. We believe that the actions we are directing meet both of these requirements."

The following section deals with admissions policy:

"The Board has given the most careful consideration to the questions of admissions policy raised by the City College negotiations. The negotiated agreement to increase the freshman class by admitting an additional group of students comprising half the class from among students attending certain high schools or residing in poverty areas in 1970, and the Faculty Senate resolution admitting an additional 400 such students each year, must be viewed in the context of the Board's own Master Plan. In 1964 the Board first enunciated its goal of providing higher educational opportunities for all City high school graduates by 1975. Considered in this perspective, the question of increased enrollments is no longer one of how many students should be admitted, but rather whether and how soon the resources adequate to meet our commitment to all the people of our City will be forthcoming.

"The Board was impressed by the arguments of students and faculty that equal educational opportunity for all should be a reality now, and cannot wait until 1975. Both the University Senate and the Student Advisory Council have gone on record as favoring expansion of opportunity as rapidly as possible. Representatives of community groups, social agencies and labor unions who appeared before the Board during its recent hearings on the City College matter consistently and unequivocally called upon the Board to expand enrollment as a matter of educational desirability, social equity and economic necessity in our City.

"In view of the positions taken by our own academic community and by representatives of the larger community which we serve, the Board has reappraised the policy which it established five years ago. We have concluded that the City University should initiate an open admissions policy as quickly as practicable. Accordingly, we are directing the Chancellor of the University to immediately determine the feasibility of initiating this policy at The City University of New York for September 1970. We regard achievement of this objective as an equitable and desirable answer to the question of admissions. In pursuit of this objective, the Chancellor's feasibility study shall include an examination of the financial and facilities implications, projections of needs for supportive services for the academically less prepared, and the possibilities of immediately founding additional units of the University. A general report on these matters shall be made to the Board no later than August 15, 1969, and a specific plan and recommendations shall be submitted by October 1, 1969, concurrent with the report of the University Commission on Admissions.

"The plan shall make the following general provisions:

(a) It shall offer admission to some University program to all high school graduates of the City.

(b) It shall provide for remedial and other supportive services for all students requiring them.

(c) It shall maintain and enhance the standards of academic excellence of the colleges of the University.

(d) It shall result in the ethnic integration of the colleges.

(e) It shall provide for mobility for students between various programs and units of the University.

(f) It shall assure that all students who would have been admitted to specific community or senior colleges under the admissions criteria which we have used in the past shall still be so admitted. In increasing educational opportunity for all, attention shall also be paid to retaining the opportunities for students now eligible under present Board policies and practices.

"The Chancellor is also instructed to undertake discussions with the Mayor and other elected City officials, the mayoralty candidates, the Governor, legislative leaders, and community groups in order to determine if adequate support for immediate implementation of an open enrollment plan will be forthcoming.

"The Board notes that on May 5, 1969, it established a University Commission on Admissions composed of faculty, students, administrators, alumni, and representatives of community organizations, and charges this Commission to review and make recommendations concerning the admissions system of the University. We further charge the Commission to recommend a specific system of admissions criteria which will implement the preceding provisions, and which also will insure that each unit of the University is given significant responsibilities for preparing the academically less prepared student to engage in collegiate study. We do not want to provide the illusion of an open door to higher education which in reality is only a revolving door, admitting everyone but leading to a high proportion of student failure after one semester. The Commission shall include such recommendations in its report which is due to be submitted October 1, 1969.

"Although the open admissions plan would be implemented in 1970, if practicable, this plan would not provide for the additional 300 students in September 1969 who were included in the negotiated agreement at City College and approved in the City College Faculty Senate resolution. In the face of the critical space shortage in campus facilities at City College, which prohibits any additional student enrollment in campus-centered teaching programs requiring small classes, tutoring sessions, etc., the Board cannot approve any additional on-campus enrollment of special program students at this time. We are, however, transferring to the jurisdiction of City College the University Center SEEK Program. We are authorizing City College to admit a minimum of 100 additional SEEK students beyond the number originally scheduled to be admitted into this program (400) in September 1969. The off-campus facility will be continued, but by September 1970 will become a freshman center as part of the University's overall effort to accommodate its open admission plan."

NEWS: BHE ADOPTS OPEN ADMISSION PLAN

THE CITY UNIVERSITY OF NEW YORK

535 East 80 Street, New York, N.Y. 10021/Tel. 212 360-2124

Henry D. Paley, *Director of University Relations*

12 November 1969 FOR IMMEDIATE RELEASE

Seniors in every high school of New York City who are in the top half of their graduating classes or have earned academic averages of 80 percent or better will receive top consideration in allocation of freshman seats at the City University of New York next September under an open admissions plan proposed by Chancellor Albert H. Bowker on Monday and adopted unanimously today by the Board of Higher Education.

The University expects about 19,000 freshmen to be entering its senior colleges and some 17,000 new first-year students at its community colleges next September. Included in this estimate is a significant expansion of the university's SEEK program, providing remedial and supportive services for senior college students from poverty areas of the city.

According to board Chairman Frederick Burkhardt, "The plan represents a fair and practical solution that incorporates the best features of our present admissions system and the principal allocation criterion contained in the recent report of the university's special Commission on Admissions."

Under the new plan, which is subject to approval by the State Board of Regents, all June 1970 high school graduates will be classified into ten groupsbased upon percentile rank in their individual high school graduating classes or their overall high school grade averages. The highest of either criterion earned by each student will be used in assignment of his admissions

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group. The groupings will then be used by the university in determining the priority to be given the individual student's choice of a college program.

Thus, based upon the university's estimate of incoming 1970 freshmen, all applicants who choose a senior college program as their first preference and are classified in the top five admission groups will be guaranteed admission to a CUNY senior college.

The classifications adopted by the board are:

GRADE/RANK GROUPINGS

Group	Percentile Rank in H.S. Class	OR	H.S. Average
I	Top Tenth		90% or higher
II	Second Tenth		87.5%
III	Third Tenth		85%
IV	Fourth Tenth		82.5%
V	Fifth Tenth		80%
VI	Sixth Tenth		77.5%
VII	Seventh Tenth		75%
VIII	Eighth Tenth		72.5%
IX	Ninth Tenth		70%
X	Last Tenth		Under 70%

On the basis of the university's statistical estimates, high school graduates who are in the top half of their graduating classes or have earned a grade average of 80 percent or better will be placed in some CUNY senior college program if they have indicated that choice in their admissions application.

Combining academic grade averages and class ranking, according to the board, "will assure the choice of college and program to those admitted under past academic criteria who have excelled in previous high school work," and "introduce a critically needed incentive for competitive academic effort within those high schools of the city from which relatively small numbers of students

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have previously been able to gain admissions as matriculants in the university."

High school graduates classified in the sixth through tenth groups "will have opportunities to attend programs in the community colleges which may lead to completion of the first two years of the baccalaureate program and automatic transfer to a senior college in their junior year; or they may choose to attend career-oriented programs," according to the board resolution.

Chancellor Bowker asserted, "The important consideration, which must be emphasized, is that every June 1970 graduate of a New York City high school who wants to attend City University will be admitted and be given a genuine opportunity to advance toward a degree.

"The rate of a student's progress will partially be influenced by the remediation resources the university can bring to bear for those who have been denied adequate secondary school preparation. The overriding factor, however, will continue to be the individual student's motivation as measured by work, effort and performance. We are committed to enhancing, not eroding, the academic standards of this university. The board's plan provides the framework for accomplishing that objective."

The board plan calls for 2,500 SEEK freshmen next September an 85% increase over this year's entering SEEK enrollment. Noting this sharp increase, the board's policy statement asserted, "To do otherwise would be to make the community colleges into a second-track system to which the majority of Black and Puerto Rican students, who have not been adequately educated in the secondary schools, would be assigned. We emphatically reject any approach which would lead to de facto segregated institutions, either community colleges or senior colleges."

Chairman Burkhardt declared, "We sincerely hope that the plan we have

adopted will unite the diverse interests, within and outside the university, so that we can get on with the urgent task of obtaining the necessary fiscal resources and physical facilities to make open admissions a reality in September of 1970."

Mr. Burkhardt described the $35 million cost of implementing open admissions, included in CUNY's proposed 1970-71 operating budget, as "well within the fiscal capability of city and state government."

The board chairman said he was encouraged by the report of Deputy Chancellor Seymour C. Hyman on obtaining the necessary space for increased freshmen enrollment on the university's campuses. Now under construction, under CUNY's present campus development program, is more than one million square feet of additional space scheduled for completion by next September. Another 1.7 million square feet, including some rental space, is expected to be ready for occupancy by September 1971.

Dr. Hyman, who is now working with City Real Estate Commissioner Ira Duchan to identify additional rental space for next fall, noted that the university's Task Force on Open Admissions is also considering other space utilization possibilities including:

-- stretching out daily class schedules to combine day and evening sessions and reach a high level of space use from early morning to late evening

-- adopting an annual trimester system

-- erection of temporary classroom facilities.

"It is our clear intent," Dr. Hyman said, "to accomplish open admissions in 1970 without additional congestion of our already overburdened campus facilities. We should be able to maintain approximately the same ratio of space per student at a given time in 1970 as in 1969, then, as our building program accelerates, begin to achieve the space ratios not enjoyed by other institutions of higher education."

STATEMENT OF ADMISSIONS POLICY
Adopted by the Board of Higher Education
November 12, 1969

On July 9, the Board of Higher Education approved an historic resolution advancing the target date for Open Admissions from 1975 (as stated in our 1964 Master Plan) to September 1970, subject to the provision of sufficient funds by the City and State governments to finance this major move.

The action of July 9 followed a series of consultative meetings with representatives of organizations within and outside the University. Our action was based on the most urgent considerations of public necessity and equity, including a widespread insistence that five graduating classes of high school seniors between 1970 and 1975 must not be denied an opportunity for higher education pending the gradual achievement of our Master Plan goal by 1975. The urgency of these demands required immediate response and remedy.

Hence, on July 9 we advanced the goal from 1975 to 1970, and scheduled an intensive process of internal and public consultation to test the comprehensive acceptability of the Open Admissions program and to determine specific formulas for the allocation of places in the University system on the basis of individual choice.

The process began with the establishment of a broadly representative Commission on Admissions and ended with numerous consultations and public hearings involving over 130 individuals representing more than 80 organizations.

After a five-month process of involvement with affected groups who are part of the University, concerned groups outside the University, and the general public, we have found, above all, a predominant support for the Open Admissions

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policy as expressed by the Board on July 9. Consequently, the Board of Higher Education hereby reaffirms its policy to offer admission to all New York City high school students graduating in June 1970 and thereafter to some college of the University, effective September 1970.

As for the central formula for the allocation of students to the various places in the University system, we have now developed a plan which represents, in our judgment, the best elements of all of the many constructive proposals and suggestions which were made -- most especially the proposals of the Admissions Commission, and the related proposal of the University Senate. This plan serves the essential purposes of open admissions, enhances those values to which the University is basically committed, and meets the criteria of technical feasibility and practicality.

This plan conforms to the following six guidelines set forth in our resolution of July 9 as the basis for designing the student allocation formula:

-- admission to some University program to be offered all high school graduates of the City;

-- remedial and other supportive services for all students requiring them;

-- maintenance and enhancement of the standards of academic excellence of the University's colleges;

-- ethnic integration of the colleges;

-- student mobility between various programs and units of the university;

-- continued admission of all students who would have been admitted to specific community or senior colleges under past admissions criteria.

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Substantial differences of opinion have been expressed over the question of whether a student's high school average or rank in his high school class should be utilized as the primary criterion to allocate students to the various colleges, and specifically to the senior units of the University. Both criteria have educational merit, and both are used widely by many colleges and universities in their admissions processes. The use of high school average measures a student's performance against all other students in his own and other schools. The use of rank in class evaluates the performance of students in competition with peers in their own high school, and provides college-going motivation for students in each high school in the City. Data indicating the performance of students in the secondary schools in our City shows that rank in class is an effective means of minimizing the differences in college opportunity now caused by great variances in the grading patterns of different high schools.

The concept of rank in class was a component of the three plans submitted by the Commission, and of the admissions plan approved by the University Senate. We approve of this concept, and we are adopting it as a major part of the new plan which considers both high school average and percentile rank in class as the basic criteria for student allocation. This will permit the establishment of admission groupings that combine the advantages of both the present system and the use of high school class rank criterion.

This combined grade and class rank will provide an equitable system that will assure the choice of college and program to those admitted under past academic criteria who have excelled in previous high school work. It will, at the same time, introduce a critically needed incentive for competitive academic effort within those high schools of the City from which relatively small numbers of students have previously been able to gain admission as matriculants in the University.

THE BOARD'S PLAN

1. This system will place students in one of ten admissions groupings. Students would be placed in the highest admissions category for which they are eligible, as follows:

Group	Percentile Rank in Their H.S. Class	or	High School Average
I	Top tenth		90% or higher
II	Second tenth		87.5%
III	Third tenth		85%
IV	Fourth tenth		82.5%
V	Fifth tenth		80%
VI	Sixth tenth		77.5%
VII	Seventh tenth		75%
VIII	Eighth tenth		72.5%
IX	Ninth tenth		70%
X	Last tenth		Under 70%

2. All students would be admitted to the City University. Students in the higher groupings would receive preference for admission in the colleges of their choice, but no eligible student will be denied a place at a City University college under this program.

3. Under this plan, students in Groups I through V (that is students with averages of 80% or higher, or students in the top half of their graduating class) will have opportunities for senior college admission if they so desire, and students who would have been admitted to specific community and senior colleges under past admissions criteria will still be so admitted. Other students will have opportunities to attend

programs in the community colleges which may lead to completion of the first two years of the baccalaureate program and automatic transfer to a senior college in their junior year; or they may choose to attend career-oriented programs.

4. The Board hereby reaffirms its previous policy statement concerning transfer of students from the community colleges to the senior colleges as passed at its meeting of April 28, 1969, as follows:

> RESOLVED: That the Board of Higher Education resolution of May 22, 1967, Calendar No. 16, which provides for the automatic admission of community college transfer students to the senior colleges of the City University be reaffirmed and continued; and be it further
>
> RESOLVED: That as of September, 1969, all community college Associate-Arts degree recipients upon transfer to the senior college of their choice be granted a minimum of 64 credits toward a baccalaureate degree with the understanding that these credits represent the equivalent of the credits earned by native senior college students in the freshman and sophomore years and that the community college transfer students shall not be required to earn credits above the 128 normally required for a baccalaureate degree unless he changes his major field of study or be found lacking in pre-requisites within his major field.

5. This new rank and grade average policy will move the University dramatically closer to equalizing higher educational opportunity for all the students in New York City. But neither this program, nor any program which has been recommended to the Board, can adequately provide for ethnic integration of the colleges and complete equality of opportunity without the continuation and expansion of the SEEK program. The Board notes that expansion of SEEK was also a major component of each of the admissions plans submitted to it. Such expansion of the 1970 SEEK freshman class, to enroll 2,500 students, represents an 85% increase over the 1969 SEEK entering class, is hereby authorized and directed. To do otherwise would be to make the community colleges into a second-track system to which the majority of Black and Puerto Rican students who have not been

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adequately educated in the secondary schools would be assigned. We emphatically reject any approach which would lead to de facto segregated institutions, either community colleges, or senior colleges.

The SEEK program will provide an opportunity not only for high school graduates living in poverty areas but also, among others, for high school graduates of previous years, and those with equivalency certificates rather than high school diplomas.

6. We believe that the Commission on Admissions correctly emphasized the importance of student choice of program in the allocation of incoming students. We therefore adopt the Commission recommendation that insofar as possible, students should be given the program of their choice, even if the college of their choice cannot be guaranteed, and we are directing the Chancellor and the college presidents to make such program and facilities reallocations as may be necessary to meet this goal in 1970. We hope that all students desiring a baccalaureate program can be admitted to such a program in a community or senior college in September 1970. We also hope that special facilities in the community college career programs can be rapidly expanded for 1970, although it is recognized that the special equipment and space requirements of such programs may not make this immediately possible in view of increasing student demand.

7. The maintenance and enhancement of educational quality will require the initiation and expansion of the programs of supportive services, including counselling, remedial assistance, tutoring and financial aid which were recommended by the Commission. We do not propose to admit students with inadequate preparation for college work merely to have them fail at the end of a semester or a year.

The Board Plan represents an initial step in accomplishing the primary goals of the open enrollment policy which is to give every high school graduate an op-

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portunity to take full advantage of the higher education system offered by the City University. Recognizing that this is a one-year plan for 1970-'1, the Board will undertake a comprehensive study and review of the University structure. The study will focus on assessing the adequacy of City University to meet the challenge of open enrollment and the thrust of the times.

The Board of Higher Education pledges to use all its resources to assure that adequate facilities and competent personnel will be available to make the Open Admissions Policy educationally sound and practically feasible.

* * *

NEWS: CUNY Task Force on Open Admissions
THE CITY UNIVERSITY OF NEW YORK
535 East 80 Street, New York, N.Y. 10021/Tel. 212 360-2124
Henry D. Paley, *Director of University Relations*

II PREPARATION FOR OPEN ADMISSIONS

For Release Thursday A.M. September 25, 1969

At the City University of New York, Chancellor Albert H. Bowker yesterday (September 24) created a University Task Force on Open Admissions composed of top university administrators.

Named as chairman was Dr. David Newton, who calls open admissions "New York's Moonshot." Dr. Newton will be on leave of absence from his post as dean of students at CUNY's Baruch College to mobilize the faculty-staff drive to achieve open admissions by 1970, the policy established by the Board of Higher Education on July 9 as a five-year speed-up of its Master Plan.

Working with the University Task Force will be open admissions committees on each CUNY college campus, designated by the respective presidents. The University Task Force will report to Deputy Chancellor Seymour C. Hyman.

"Achieving open admissions requires guts, know-how, and money," Dr. Newton said in an interview yesterday. "I believe we have both expertise and courage at the university. I have no doubt we will meet our goal if the state and city will make the financial commitment, which requires a major change in the level of university funding."

The 47-year old dean said that his working task force will assemble university and visiting experts on such matters as remedial education, trimester planning, facilities, budget, and curriculum development.

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It will coordinate information, help the individual college committees on open admissions, and move ahead as both an action and a coordinating body.

One immediate responsibility will be to work with the University Faculty Senate, Student Advisory Council, the Legislative Conference, and the United Federation of College Teachers on the university-wide aspects of implementation.

Members of the task force named with Dr. Newton are: Mr. Julius C. C. Edelstein, vice chancellor for urban affairs; Dr. Timothy S. Healy, vice chancellor for academic affairs; Dr. T. Edward Hollander, vice chancellor for budget and planning; Mr. Bernard Mintz, vice chancellor for staff relations; Dr. Allan Ballard, dean of academic development; Dr. Lester Brailey, associate dean, Office of Admission Services; Dr. Demos Eitzer, associate dean for computer and television systems; and Mr. Donal Farley, executive assistant to the vice chancellor for campus planning and development.

Critical to the task force timetable Dr. Newton said yesterday, are early commitments of budgetary support by the city and state so that facilities and staff can be obtained. It is estimated that if all high school graduates are offered admission, 14,000 more freshmen will register next year than this year. The cost would be $50,000,000 above the regular budget.

"It is the most critical and crucial issue facing the city and the university," Dr. Newton cautioned, "We cannot fail to meet the challenge and we dare not raise false hopes."

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He looks to the chancellor and the Board of Higher Education to deal with government fiscal decision-makers to obtain the required financial support while the task force and its counterpart on each campus work out the academic program and facilities logistics.

This is not the first time Dr. Newton has served on a university task force. In 1966 it was the Special Task Force on the Future of The Baruch School, which eventually led to the designation of the independent Baruch College, and in the period 1964-1968 he was a member of the City College President's Task Force on Educationally Disadvantaged Youth. He organized the SEEK program at Baruch.

Dr. Newton was born in Brooklyn, earned his baccalaureate degree cum laude and later his Master of Arts and Ph.d from New York University.

He has taught at New York University and at City College and conducted a radio course on human relations. He lectures widely and is consultant to a number of community agencies.

Before volunteering for military service in World War II, he worked as a machinist and factory supervisor. After induction he was assigned to the United States Cavalry and served in the China-Burma-India Theater of War as a member of the 475th Infantry replacement for Merrill's Maurauders.

For recreation Dr. Newton still likes to ride. (He learned at Fort Riley, Kansas) and, as an amateur botanist, to "stalk the wild asparagus." He has a tank of iridescent fish -- among them a fan-tailed guppy and progeny. He hopes his new office at City University Headquarters at 535 East 80 Street will agree with them.

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Dr. and Mrs. Newton live at 3125 Tibbett Avenue in the Bronx. They have three sons Scott and Adam, 12 and 13, attending a local Riverdale school and Frederic, a physician in residence at the University Hospital of San Diego, California.

Dr. Newton took some time out yesterday for philosophy before settling to a gruelling course whose watchword he promises will be, "It was due yesterday."

"Faculty are the key," he said. "Open enrollment is the teacher's ideal. It means that students will be demanding more and better from us.

"The question is not 'Does everyone need a college education?', but 'Does everyone have an opportunity to decide whether he needs one?' We have had a tendency to prejudge, to establish who shall and who shall not. Now it's our job to find out who can and who cannot. That can only be done if we stretch, and every high school graduate has an opportunity.

"It's a new age requiring new insight if we are to prepare young citizens to take their place in a highly sophisticated and technological society. A higher education is not simply a liberal arts or professional degree, but an entirely new approach through community colleges, technological education, and training for paraprofessionals, as well as the more traditional senior college route."

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NEWS: "Open Admissions" frosh to sample CUNY life

THE CITY UNIVERSITY OF NEW YORK

535 East 80 Street, New York, N.Y. 10021/Tel. 212 360-2124

Henry D. Paley, *Director of University Relations*

5 May 1970

FOR IMMEDIATE RELEASE

Some 8,000 high school seniors, admitted to the City University of New York under the Board of Higher Education's "Open Admissions" plan, will begin visiting CUNY campuses this month as part of a project to insure they take advantage of the college opportunity now available to them.

The counseling project, financed under a $75,000 grant from New York State Department of Education, is under the direction of Raymond Sheenan of CUNY's Office of Admission Services. Initial campus visits are scheduled for Monday, May 18, with the bulk of them set for June, prior to the end of the current semester.

(ATTENTION ASSIGNMENT EDITORS: If you wish to cover a group visiting a CUNY campus, for on-the-spot reactions of high school students getting their first look at college, arrangements can be made directly with Mr. Sheenan at 790-4588 or 790-4589.)

The project is already underway at the high schools where fifteen CUNY counselors are working with individual students and groups to prepare them for some of the realities of college life. Students are being acquainted with available financial aid resources and how to tap them, processing of registration documents, how to study for college work, course programming and the setting of realistic college career goals.

The high school counseling sessions will be followed by what Mr. Sheenan calls "reality trips" to the CUNY college campuses where the students have been admitted. Demonstration lectures, seminars and laboratory classes have been arranged and the visiting high school seniors will have a chance to "rap" with college students at campus cafeterias and student lounges. The visits will also include discussions with college faculty members and student leaders. The purpose, Mr. Sheenan says, "is to let students see that a college campus is a friendly place where they can move around as easily as on their own block. It will give them a chance to see that professors are people who are eager and able to help them succeed in expanding their intellectual horizons."

Aimed at city high schools which in the past have had the highest percentage of "no-show" applicants to CUNY, the project will be evaluated by a follow-up study next September. "No-show" students are those accepted at a CUNY college who do not appear for September registration.

The high schools now participating are: Bushwick, Boys High, Prospect Heights, John Jay, Franklin, Julia Richmond, George Washington, Brandeis, Charles Evans Hughes, Haaren, Washington Irving, Seward Park, Eastern District, Morris, Monroe, Evander Childs, Andrew Jackson, Springfield Gardens, Long Island City and Franklin K. Lane. Thomas Jefferson High School is expected to be added later, Mr. Sheenan said.

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NEWS: GATTEGNO SIMINAR FOR CUNY TEACHERS

THE CITY UNIVERSITY OF NEW YORK

535 East 80 Street, New York, N.Y. 10021/Tel. 212 360-2124

Henry D. Paley, *Director of University Relations*

Place: Seminar being run at Schools for the Future, 821 Broadway (entrance on 12th Street), 9:00 to 5:00 through Friday, June 12.

FOR IMMEDIATE RELEASE
June 11, 1970

When open admissions is instituted at City University of New York next fall, a cadre of 45 teachers from all the CUNY campuses will have been trained as mentors for new instructors being hired to teach compensatory courses in English, mathematics and reading.

After two days of a week-long seminar aimed at re-examining learning methods conducted by Dr. Caleb Gattegno, one hears such comments as, "...exploded my mind," "...mind expanding," "...how much more you have to offer than you realize."

The seminar is based on the premise that any under-achieving student who enters the university under open admissions can do as well as any regular "A" student. The object is not to "teach" the students, but to open up their minds so that they can project what they already know into the learning situation. Dr. Gattegno operates by putting the teachers in the position of students and simulating various classroom exercises with minimum direction and maximum class participation and interaction. After each simulated session he calls on the group for their reactions and comments. Their learning, then, is as much from each other and themselves as from Dr. Gattegno.

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This group of "master teachers" will then spend the next three weeks in workshops divided into groups of seven within the specialties of English, mathematics and reading. They will poceed during these weeks to construct course manuals to be used as guides in their work with new instructors. When the manuals are completed, time will be alloted for individual work on course materials specific to the needs of each campus.

The insights gained from the seminar with Dr. Gattegno will be used in creating the course manuals, since such questions as assumptions about learning problems, levels of teaching performance to be expected from new instructors, and levels of achievement to be required of students before they move into regular courses will all come into play at this time. Guest lecturers will be invited to participate in the discussions when necessary.

Dr. Gattegno, executive director of Schools for the Future, is noted for his work and writings on learning theory. His firm recently achieved outstanding results in raising mathematics grade levels of elementary students at C.S. 133 in Harlem -- from an average of 2.7 in 1969 to 3.6 in 1970. It is consultant to the I.S. 201 local school board.

Dr. Gattegno is recognized for his advanced learning theory techniques, which approach learning not in terms of memorization and imitation, but of utilizing each individual's "human functioning," or experiential awareness. A teacher should not concentrate on teaching, according to Dr. Gattegno, but on taking the raw material

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a student offers and enriching the awareness of that student to accomplish the learning experience.

The distinguished educator has been a visiting lecturer in over twenty countries around the world and has authored numerous works, including texbooks for mathematics, reading and foreign languages. His latest book, "What We Owe Children, The Subordination of Teaching to Learning, "has been published by Outerbridge & Dienstfrey.

Before the fall semester at CUNY begins, a one-week seminar will be held for new teachers of compensatory courses. At this time, the "master teachers" will transmit course materials developed from the workshops to the new instructors. The "master teachers" will then conduct biweekly teaching seminars for the new teachers during their first year at the college and will carry on classroom observation to help them cope with teaching problems as they arise in the course of the semester.

Of the open admissions students who will be entering City University colleges in the fall, roughly one-third will need compensatory help. An additional 800 to 1,000 new teachers are expected to be on the campuses to help implement the CUNY open admissions program.

The current seminars for City University faculty, being held from June 8 through July 3, were organized by Dr. Allen B. Ballard, dean for academic development at the university.

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NEWS: OPEN ADMISSION TO BE EVALUATED

THE CITY UNIVERSITY OF NEW YORK

535 East 80 Street, New York, N.Y. 10021/Tel. 212 360-2124

Henry D. Paley, *Director of University Relations*

FOR RELEASE 28 JULY 1970

An intensive evaluation of the City University of New York's open admissions program was approved last night by the Board of Higher Education which last year decided to provide guaranteed college admission to all June 1970 New York City high school graduates who wanted to enroll at CUNY.

A board resolution authorized a research evaluation by the American Council on Education at a cost "not exceeding $594,372." According to Francis Keppel, board vice-chairman, the evaluation's funding is expected to be underwritten by private foundations "because of the crucial importance this study should have to admissions policies of higher education institutions throughout America."

Dr. Alexander Astin, research director of the A.C.E. and an authority on college admissions, is expected to head the two-year evaluation which would make interim reports of its findings to Chancellor Albert H. Bowker and the board. A design of the evaluation study has been under preparation for the past several months, according to Dr. Timothy S. Healy, CUNY vice chancellor for academic development.

Chancellor Bowker said that the periodic reports of the A.C.E. evaluation "will provide us with the kind of feedback which should identify what we are doing right -- and warrants continued support -- as well as what is going awry and ought to be changed or scrapped."

The need for a critical outside evaluation of CUNY's new admissions policy was raised last December at hearings of the Joint Legislative Committee on Higher

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Education by the City College Alumni Association. That proposal was supported by the committee chairman, Assemblyman Milton Jonas of Nassau County.

Informed of the board's action last night, Mr. Jonas said, "This makes sense. It can provide guidelines for other institutions in planning their response to mounting public demand for expanded college enrollments."

He added, "There has been far too much rhetoric about the anticipated impact of open admissions upon universities in general and the City University in particular. The American Council's evaluation should give us some hard fact material on academic progress of students who would otherwise have been denied college admission and the effect they have upon other students, faculty and general quality of curriculum at the institutions where they are enrolled. From these data it will be our job to relate open admissions costs to its performance in a way that will permit the legislature to make informed decisions on the future funding of public higher education in New York State."

Chancellor Bowker said that the A.C.E. study would evaluate procedures followed by various CUNY colleges, "each of which has designed its own format for handling its open admissions enrollment." He asserted that the findings "should identify which procedures seem to be yielding the best results."

CUNY's latest enrollment projection for next September shows some 35,000 new freshmen expected to register. The university's freshman class last fall was 21,000.

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NEWS: Open admissions launched at CUNY

THE CITY UNIVERSITY OF NEW YORK

535 East 80 Street, New York, N.Y. 10021 Tel. 212 360-2121

Henry D. Paley, *Director of University Relations*

FOR RELEASE MONDAY, 14 SEPTEMBER 1970

III OPEN ADMISSIONS LAUNCHED, FALL 1970

Classes begin today at the 16 colleges and Graduate Division of the City University of New York with close to 35,000 new freshmen expected for the first year of CUNY's open admissions program.

From its launching, academic policy makers across the country will be tuned in to the CUNY venture with a $500,000 evaluation study, run by the American Council on Education, analyzing the successes or failures of one of the boldest experiments ever attempted by a major U.S. university.

Under the open admissions program, voted last year by the city's Board of Higher Education, CUNY offered a freshman seat to all June 1970 graduates of New York City high schools. Some 55,000 high school seniors applied to the university last spring and preliminary registration figures indicate more than 60 percent of them will show up for classes today. Of the more than 20,000 who applied but are not expected on campus today, university officials estimate most will have decided on other institutions or postponed their higher education plans to enter the employment market or armed services.

Overall enrollment at City University is anticipated to exceed 190,000 with approximately 135,000 students scheduled to attend CUNY's nine senior colleges and 54,000 at its seven community colleges. The Graduate Division is expecting to enroll more than 2,000 Ph.D. candidates while the CUNY-affiliated Mount Sinai Medical School will enroll 164 aspiring physicians.

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The university's undergraduate day sessions are expecting 98,479, an increase of 21,294 students. Graduate divisions will total 28,454, according to preliminary estimates. The schools of general studies and evening sessions anticipate 54,485 students.

To house these record numbers, CUNY is ready with a million square feet of additional space in completed construction and rented facilities above last year.

To handle the additional teaching load, more than a thousand new faculty members have been appointed, most of them assigned to remedial and compensatory courses which comprise a critical element in each college's open admissions implementation plan.

Guidelines set by the Board of Higher Education when it adopted the open admissions policy last year require each CUNY college to:

- maintain and enhance academic quality
- provide sufficient remedial and support services so that the "open door does not become a revolving door" with freshmen plunged into academic programs beyond their levels of preparedness, only to be flunked out after their first semester.

A major consideration in the Board's action was CUNY's experience with special programs for the educationally disadvantaged. Thousands of high school graduates who would not have qualified for CUNY under regular admission criteria during recent years were brought to senior and community colleges through the university's SEEK and College Discovery programs. Provided special counseling and intensive remedial work,

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significant percentages of the students enrolled in these programs were able to move into regular academic classes and were able to complete normal college course loads with passing grades.

"SEEK and College Discovery results shook the conventional criteria for predicting applicants' capability to profit from college level work," says CUNY Chancellor Albert H. Bowker. "It sets the stage for open admissions by demonstrating what many university administrators had long suspected -- that student motivation, the desire to go to college, is a tremendously significant, if unmeasurable, factor in determining success."

Estimates made by the university's Open Admissions Task Force, show sizeable gains in new freshmen coming from city high schools classified as "high" and "middle academic," based upon percentages of past graduates who earned college admission. But the largest percentage growth in new CUNY enrollment comes from the city's "low academic" and vocational high schools where few past graduates went on to college. Almost 10,000 new CUNY students will come from schools falling within those latter categories.

Special workshops and classes were held for new remedial faculty members during the summer. A special seminar was conducted by Dr. Caleb Gattegno, an internationally renowned authority on remedial instruction, for CUNY remedial supervisors.

For the most part, tutoring, considered another essential element of the open admissions plan, is being handled department by department with a coordinator who specializes in remedial work acting as a resource for regular faculty. Each CUNY college will follow its own logistical plan for accelerating the successful movement of open admissions freshmen

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into the regular academic work of the college. About a third of the newcomers, including some who would have been admitted to CUNY under old entrance criteria, will require some degree of remedial and tutorial assistance. Tests given last spring in the city's high schools have been carefully reviewed by CUNY's central administration with faculty and counseling staffs on each college campus. The plans call for some students concentrating on college preparatory "basics" during their first year. Most will require remediation aid in only one subject area - reading skills or mathematics. They will take varying loads of regular credit courses while also receiving non-credit remedial instruction.

City College will provide a new tutoring service, employing graduates and undergraduates, supervised by faculty. The college has also increased its academic counseling staff by 20 percent and has doubled its psychological counseling staff.

Hunter College will open a 24-hour student center, staffed with tutors, and will use a "buddy" system that pairs upperclassmen with incoming freshmen. "Mini-courses," carrying one or two credits, will be introduced for students who must devote part of their time to remedial work and new full-credit courses have been designed to combine basic academic skills development and regular college-level course material.

At Queens College, where the class day will stretch from 8 A.M. to 6 P.M., a multiple course system will be introduced in the arts, sciences, languages and English - all carrying credit.

A lead on most incoming freshmen was provided those enrolled at the Borough of Manhattan Community College where summer classes were held for those requiring remedial assistance. All students at the college will take regular courses this semester, some in connection with remedial work.

Advance preparation was also made available to new freshmen by New York City Community College where students met last June with members of the college counseling staff, faculty members and upperclassmen from their departments as part of a three-phased orientation program.

Throughout the CUNY campuses, this year's freshmen will encounter more technological innovations than any of their predecessors. Teaching machines, computer assisted instruction, will supplement both regular and remedial faculty at most colleges.

And, meeting another Board of Higher Education mandate, CUNY's new freshmen class will be integrated at each college. Task Force estimates, based upon ethnic census data taken in the city's high schools, point to one-third of the incoming freshman class composed of black and Puerto Rican students. The specific percentages anticipated are 11.7 percent Puerto Rican and 21.7 percent black. Last year, ten percent of incoming freshmen were black and four percent were Puerto Rican.

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NEWS: Open admission logistics plans

THE CITY UNIVERSITY OF NEW YORK

535 East 80 Street, New York, N.Y. 10021/Tel. 212 360-2124

Henry D. Paley, *Director of University Relations*

FOR RELEASE MONDAY, 14 SEPTEMBER, 1970

To plan actual logistics for each campus, a committee on open admissions policy was established at every college of City University of New York. Additionally, every college appointed one coordinator to sit on the university-wide Council of College Coordinators. The Task Force on Open Admissions set the following requirements for each college's open admissions program:

student evaluation and academic placement

student orientation

compensatory and remedial education

counseling, academic and personal

financial aid

The Task Force recommended course sequences in each of these four areas: English, reading, math, and humanities or social sciences.

CUNY's Office of Admissions Services staff made some 250 field visits to public, private, and parochial high schools and community agencies to provide basic information on open admissions. There was additional recruiting by Task Force members and teams of students and faculty.

An Information for Applicants brochure was revised to suit open admissions and was then widely distributed to high school students. A questionnaire was sent to 80,000 high school seniors to determine enrollment data. Over

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44,000 high school seniors took the open admissions test on the first round. The tests, in reading and mathematics, were used for evaluation and placement. The test results were sent directly to the college to which the student had been admitted. Some 1,700 students were also invited to talk with university counselors who needed additional information on their credentials or their choice of college and course of study.

In all, some 57,770 applications for admission were received by the Office of Admissions Services. And more than 7,000 high school seniors took tests for advanced standing or placement in honors programs.

Almost all of the colleges established special intensive remedial programs for the summer. Students were contacted individually as to the availability of such programs. Some of the colleges also established a department of special programs or something comparable to aid incoming students with lack of proper preparation.

The estimated financial aid needed by each category of students was determined centrally, then funds were allocated by CUNY to the individual colleges. Students with high school averages below 80% were determined to have the greatest financial need, so a larger proportion of the funds were allocated to colleges with concentrations of such students. The funds were given to the colleges in lump sums.

Each college hired its own remedial and compensatory teachers and designed its own tutoring program. Similarly, there was a variety of summer orientation and training programs, some offered by the central administration of the university, others by individual colleges.

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Studies were completed to determine present space and best usage of it on each campus. Then there was a crash program in which the central administration located available rental property and informed the individual colleges of the existence of such properties. In all, almost 500,000 sq. ft. was acquired through the rental program, with another 547,000 provided in new construction.

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LCB
9/11/70

NEWS: most CUNY freshmen get first-choice colleges

THE CITY UNIVERSITY OF NEW YORK

535 East 80 Street, New York, N.Y. 10021 Tel. 212 360-2121

Henry D. Paley, *Director of University Relations*

FOR RELEASE MONDAY, SEPTEMBER 14, 1970

The vast majority of freshmen who begin classes today under the City University of New York's open admissions program will be attending the college of their first choice, according to data gathered by CUNY's Open Admissions Task Force. Comparison of applications and allocation of students to CUNY campuses show 88 percent of those enrolled as freshmen at senior colleges will be attending the college they gave as their first choice last spring. Of new community college freshmen, 69 percent will be entering the college of their first choice.

CUNY's reduced capability to place community college freshmen is a consequence of large demand for specific career programs in the two-year institutions. A comparison of first-choice student demand and seat availability in some of the career programs showed:

Curriculum	Number First Choice	Available Seats
Secretarial Science	1,434	809
Nursing	1,199	709
Data Processing	661	356
Business Administration	516	230
Commercial Art	292	100
Electrical Technology	488	375
Accounting	631	532
Dental Hygiene	139	49

Under the Board of Higher Education's mandate for increased lateral mobility of CUNY students as part of the overall open admissions plan, two-year college students are guaranteed the right to transfer to senior colleges as upperclassmen after satisfactory completion of their two-year associate degree requirements.

Several thousand freshmen who selected community colleges as their first choice had earned high school academic averages which would have made them eligible for senior college admission. Said CUNY's Deputy Chancellor Seymour Hyman who coordinated the university-wide open admissions planning effort, "Today's high school graduates, largely because of greater counseling attention in the high schools and the significant accomplishments of two-year colleges, are more sophisticated about opportunities available in community colleges. We are moving past the day when college applicants regard community or senior college admission as having a status distinction."

Under allocation guidelines adopted by the Board of Higher Education last November, entering CUNY freshmen who were in the top half of their graduating classes or earned an academic average of 80 percent or better were guaranteed admission to a senior college of the university. First choice allocations were then based on rank within ten groupings, as follows:

GRADE/RANK GROUPINGS

Group	Percentile Rank in H.S. Class	OR	H.S.Average
I	Top tenth		90% or higher
II	Second tenth		87.5%
III	Third tenth		85%
IV	Fourth tenth		82.5%
V	Fifth tenth		80%
VI	Sixth tenth		77.5%
VII	Seventh tenth		75%
VIII	Eighth tenth		72.5%
IX	Ninth tenth		70%
X	Last tenth		Under 70%

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IV CLIPPINGS

ROAD TO OPEN ADMISSIONS - NEW YORK TIMES - 12/6/69

Road to Open Admission...

Governor Rockefeller's pledge to ask the Legislature for a "full opportunity" higher education program means that open admission is to become a reality throughout the state The Rockefeller plan to offer some form of post-high school education to all New York secondary school graduates would go a long way toward making the City University's open admission promise a manageable reality.

By dealing with the concept of dramatic expansion of opportunities on a statewide level, the plan would ease the crushing burden that would be thrust on the city's institutions and finances if it moved forward alone. This assumption of state responsibility could turn the current pressures for open enrollment into a process for strengthening rather than swamping the existing educational structure.

Politics undoubtedly played a part in Mr. Rockefeller's proposals. The strong support all three New York mayoral candidates gave to open admission for the City University in the campaign just concluded here could not have been lost on any potential nominee for high state office. But Mr. Rockefeller's outstanding role in the creation of a major state university system entitles his current recommendation to extra credibility.

The liberalization of admission to the state campuses clearly represents a catching up with past neglect. The State University's record of Negro and Puerto Rican enrollment is—like that of most state university systems—dismal. In comparison with the City University's accomplishments, it is nothing short of scandalous.

This imbalance in the state institutions increases the chances that open admissions on a statewide basis can result in a broader distribution of minority students, thus lessening the risk of turning the city's colleges into *de facto* segregated campuses. The disadvantaged youth, whose personal and educational horizon has been cruelly limited by the confinement of poverty, can derive special benefits from "going away" to college and gaining greater familiarity with an integrated society.

Governor Rockefeller is justified in warning that open admission must be accomplished by a careful selection of students for the appropriate type of higher education, a caveat that advocates of the removal of all qualitative barriers to the City University have tried to ignore. Only such a process of selection can safeguard the process of teaching and learning and prevent the political promise of expanded opportunities from turning into an educational hoax.

The basic similarity of the proposals by the Board of Higher Education and the Governor makes it an obvious dictate of common sense and public policy to deal jointly with the total problem. The time has come for a city-state committee of experts to weigh the most effective means of permitting the great university systems of city and state to move forward in harmony. The appointment by the City University of a panel, headed by former Mayor Wagner, to analyze these issues is a first step in that direction. It should be matched by similar action on the side of the State University so that there will be no delay in mapping out the course for higher education.

The trends that have brought both systems to the present milestone and the changing responsibilities they must now shoulder have made this the historic moment for joint shaping of plans that will affect the state's youth for generations to come.

...and Paying for It

The city and state open admission plans can succeed only if they are tackled with fiscal realism in an atmosphere free of political jockeying. In the interest of thousands of anxious high school students, it is imperative that the battle of the budget not be fought once again as a war of nerves—the nerves of the young people seeking a place in college.

Mayor Lindsay's proposed budget is based on admissions estimates considerably below those of the Board of Higher Education. By linking these reductions with a demand that Governor Rockefeller provide the City University with subsidies equal to the higher cost of maintaining students in the State University, Mr. Lindsay may unfortunately have fired the opening salvo in the kind of skirmish that tends to use would-be students as hostages.

The City University's Chancellor Albert H. Bowker, who himself has responded to past budget crises by threatening to close the doors to entering freshmen, is nevertheless right in his appeal to Mr. Lindsay to support the projected open admission on the basis of equal sharing of the cost between city and state —at least until the state's future role in financing education is determined. By adding that he saw "a light of hope" in the Governor's "full opportunity" statement, Dr. Bowker properly underscored the need to tackle jointly the financing as well as the planning of the new admission policies.

As long as the two higher education systems move separately toward their increasingly similar goals, Mr. Lindsay cannot realistically expect the state to assume virtually complete fiscal responsibility for the City University's expansion. Only after a full re-examination of the relationship between the city and state universities can such a reallocation of the fiscal burden become politically feasible.

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II PRELUDES TO OPEN ADMISSIONS

NOTES ON THE PROLOGUE TO SEEK AND COLLEGE DISCOVERY

Evening Study

SEEK and College Discovery have been unique in their approach to the identification and development of talent among the children of poverty areas. But the programs have their roots in the original mission of the Free Academy and the many efforts through the years to find ways of bringing "the advantages of the best education...within the reach of all the children in the city whose genius, capacity, and desire of attainments" make it reasonable to suppose they might through this education become "eminently useful to society."

The opportunity for working men and women to obtain the baccalaureate degree through evening study was an important break through sixty-one years ago. City College opened an evening session with an enrollment of 200 students in the year 1909. It was so needed that enrollments had increased to 863 by 1913. (As early as 1874 a suggestion that an evening class in chemistry be established was made but vetoed by the executive committee of the Board of Trustees.)

City College is believed to be the first college or university to offer students an opportunity to win a degree by studying at night, although there had been extension courses offered at state universities and night courses at Columbia and New York University. This important step in the history of higher education was taken during the presidency of Dr. John M. Finley.

Evening courses were established at Hunter College in 1917 and each of the other colleges in the university has developed evening study. At the senior colleges the evening sessions have been organized as Schools of General Studies.

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In 1941 short, terminal, vocational and liberal arts programs leading to diplomas were begun at Brooklyn College for adults not interested in the four-year liberal arts degree. Brooklyn College was one of the pioneers in establishing the two-year career programs in New York State, now familiar patterns in the state's community colleges.

In 1950, 1952, and 1953 associate in arts and associate in applied science degrees were approved by the Board of Regents at Brooklyn, City, and Queens Colleges.

While many of the evening session students have been recent high school graduates, others have found their studies interrupted and have earned their degree only after a period of fifteen or twenty years. Others have come to college in response to a lately awakened urge for higher education. One college study, for example, showed an age range from sixteen to sixty-seven, close to half in the 21-25 age group.

The flexibility characterizing the Schools of General Studies has enabled them to undertake a variety of experiments in the education of adults over the years.

In 1954 Brooklyn College and Queens College began experimental two-year degree programs in nursing science. These were the successful forerunners of the associate degree nursing programs at the community colleges.

Special Baccalaureate Degree Program for Adults: In 1954 Brooklyn College, under a grant from the Center of Liberal Education for Adults (financed by the Ford Foundation's Fund for Adult Education), undertook a "Life Experience Program." This program sought to learn to what extent adult experience could be compared and equated with courses taken by undergraduates in a regular liberal arts program and whether instruction for adults should be the same as instruction for less mature undergraduates.

Admission to the experimental program, and in many cases credit for college courses, was based on a faculty evaluation, including tests, of the experience of the adults in the program. Tutorial work, special reading programs and seminars were arranged, each student's program literally tailor-made for him. By 1959, twenty-five bachelor's degrees had been granted. The program is now a regular part of the college curriculum. The students pay fees to provide the instructional cost of the program. The Brooklyn experience has been useful to institutions throughout the country interested in the possibility of offering similar programs.

In the words of the college catalogue, the program "enables a small, select group of adults with extensive life experience to achieve the baccalaureate degree in part by capitalizing on their demonstrated achievement....The studies ...include seminar attendance, regular classes, special tutorial services, independent study, and exemption examinations."

Adult Continuing Education (ACE) Program: Some years later Queens College established its Adult Continuing Education Program (ACE) to perform a similar service. A limited number of adults are selected annually to matriculate for the baccalaureate degree with advanced standing. The foundation of the ACE Program is a series of interdisciplinary seminars in the arts, the sciences, and the social sciences. This series plus courses in a foreign language program make up one-third to one-half of the work for the degree. The remaining credits are in the student's field of concentration and elected courses.

In order to take advantage of adult experience and to accelerate progress toward the degree, the seminars provide maximum opportunity for independent learning. Panels of faculty members drawn from different departments conduct the panels and provide expert and specialized knowledge on a wide range of subject areas.

One of the first SEEK graduates had begun his baccalaureate study at Queens under the ACE program transferring to the SEEK program when that became available.

Second Chance

In the early 1960s Bronx Community College initiated a study that threw new light on the potential of high school graduates who were not qualifying for college admission. They called the project Operation Second Chance. It was supported by a grant from the Fund for the Advancement of Education.

In January 1962 a report of the "Pre-College Enrichment Studies Program" was issued by Bronx on this study of sixty high school graduates who had not qualified for college admission. A three-semester program of guidance and instruction in the English language and in mathematics was developed to determine what effects additional preparation for college admission would have and to what extent inadequacy of previous social, economic, educational, or cultural deprivation could be overcome.

About 65 per cent of the students in the program entered an institution of higher education. The power of motivation was stressed in the report. The youngsters had graduated from high school as many as two years before and were willing to devote four hours a night four times a week to the program after their full-time day jobs. The report concluded that further study was needed of the "middle seventy per cent" of high school graduates so that more of them might be admitted to higher education.

Prologue to SEEK and COLLEGE DISCOVERY

The experience of City University faculty with students who did not fit the Ivy League pattern of college student -- the older student, the inadequately prepared student, the poor student desperate to break the poverty cycle but not always tooled up for the job ahead -- and the dedication of the faculty to the student as an individual prepared the way for College Discovery and SEEK.

Materials tracing the development of these programs are attached.

SEEK AND COLLEGE DISCOVERY
EXCERPTS FROM ANNUAL REPORT ON DEVELOPMENTS
AT THE CITY UNIVERSITY OF NEW YORK: 1968

Innovative Programs -- SEEK, College Discovery I and II

By September 1968 enrollment in special programs had risen to 3,084 in the senior colleges and 1,567 in the community colleges, about five per cent of the university's matriculated undergraduates. There were 2,736 students in SEEK, 1,642 in College Discovery, 183 in the Educational Opportunity Program at Brooklyn College, 34 in the Top 100 Scholars Program (with another 66 in SEEK) and 56 in other programs.

City University launched College Discovery in 1964 and SEEK in 1966 to enroll students unable to meet the regular competitive admission standards because economic conditions had prevented them from reaching their true potential in high school. Students come from poverty areas of the city, and other evidence of ability is weighed with the total academic record.

Since the aim is succeeding in college rather than merely being admitted, the university provides supportive services in the form of stipends, eliminating the financial barrier to concentration on college study where that is needed, and counseling, tutoring, and remedial services. Each student moves into the regular college course pattern as he can. SEEK has been declared a five-year program, indicating the expectation that the student will require more than four years to earn the baccalaureate degree. It is interesting to note that a study of a college class that entered City, Hunter, Brooklyn, and Queens under regular procedures in 1960 showed that only 48 per cent had completed their degree at the college they entered in four years although 71 per cent had earned the baccalaureate at the end of seven.

During the year admissions and pre-admission counseling for SEEK and College Discovery were combined. Currently, the university is working with 1,500 grass roots community agencies which alert prospective students and parents to the opportunities available to them. In turn they act as talent scouts for the university. The university provides information and assistance in developing counseling procedures that will result in effective recommendations.

National statistics on retention indicate that about half of the students who enter college complete the baccalaureate degree in four years. While it is still too early to pit the so-called "high risk" students of SEEK against this national average for all students, it is interesting to note that SEEK students at City College showed a retention rate of 51.3% for their first five terms.

Among SEEK students entering City College in September 1967, more than half maintained a "C average"and 19.7% averaged "B" or better for their first three terms.

SEEK is now operating on seven of CUNY's senior college campuses and at a special university center which has classrooms for 500 students and a supervised residence hall for 200.

In 1966 SEEK cost $1.6 million; in 1967, $3.5 million; in 1968 $8.25 million. Three-fourths of the funds come from the State, the balance from the City.

College Discovery I and II

For the most part, College Discovery students enter transfer programs at the community colleges, which enable them to move on tb the baccalaureate program in the senior colleges.

The first five baccalaureate graduates of College Discovery were awarded degrees in June of 1968, one "cum laude". The cum laude graduate is now a national bank examiner. interested in earning a master's degree in economics and eventually becoming an investment counselor; one is an art teacher at Benjamin Franklin High School; three are in private university graduate schools, including one at Columbia Law School.

Since the program was instituted as a pioneering effort in identifying college material among disadvantaged students, numerous studies are carried on. The first class to enter in 1964 showed high school averages ranging from 65 to 80 with the average at 75; an average family income under $5,000; and an average age of 18 although ages ranged from 17 to 30.

One out of five was born in a foreign country; two out of five are Afro-American; one out of five is of Puerto Rican parentage.

A study of goals and values of this same group shows that most of the students stress the importance of careers. But they also gave other answers: 82 per cent mentioned "self-development and self-improvement;" 72 per cent talked about "having a good standard of living." Many also spoke of "relations with family," "moral or religious beliefs," "getting along well with friends," "working for national or international betterment," and "participation in community affairs" as goals.

When asked to evaluate changes they felt because of college, 98 per cent of this first year class said they were confident they could get a better job. But, in addition, substantial numbers found national politics easier to understand, found their views differing more often from those of parents, could now talk about the problems of a foreign country, said they had been exposed to groups of people they had never met before, found issues of right and wrong seemed more clear-cut, and had been interested in areas they had not been exposed to before.

Over half felt they were a source of pride to the community and over 90 per cent felt their parents were proud of them.

In a second phase of College Discovery, the university works with the Board of Education in five Development Centers, one in a high school in each borough. The first graduates of these development centers were awarded diplomas in 1968. Of 529 who entered as tenth graders, 415 completed high school satisfactorily and gained admission automatically to a unit of City University -- some to the senior colleges, some to the community colleges, and a few to the urban centers.

Sixty-one students were also accepted by other colleges and universities, some with scholarships, including one student who was awarded a Columbia University Pulitzer Scholarship of $250 in addition to a $2,600 Columbia Scholarship. The success of four-fifths of those who entered shows what can be done with candidates identified initially as "unlikely to be admitted to college". Of the 114 who left College Discovery, half moved out of the City with their families.

Flexibility of program, tutoring by City University students, provision of supporting staff from the City University, and cultural stimuli like visits to museums and theater are special offerings of the program.

One high school graduate speaking on WINS highlighted personal motivation and -- unconsciously -- social need. He said, "I want to be able to change the conditions of a person having to bang on the pipes every winter to get the heat up to their apartment, having to fight two days out of the week with the super and the other three days with the Sanitation Department because they haven't taken the garbage off. And I'd also like to be able to help some kids who, like me, look at those military pamphlets and try to get into the Armed Forces because they can't get into college or because they think they aren't going to make high school. Well, altogether, I really want to be able to get up there and to be a success."

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OAS/BRAILEY/OUR/RM
December 3, 1970

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Attachment H.

REVISION OF CHAPTER 2

OF THE 1968 MASTER PLAN

STUDENT ENROLLMENT POLICIES AND TRENDS

August 21, 1970

HE 00 208

CHAPTER 2

STUDENT ENROLLMENT POLICIES AND TRENDS

1. Enrollment Goals for the University

At its meeting of July 9, 1969, the Board of Higher Education resolved to accelerate the timetable for achieving its goal of 100% admissions by 1975 enunciated in the 1960 Master Plan, so that the University could admit a freshman class of 38,000 students in the Fall, 1970,"in order to meet the changing needs of the high school graduates of New York City."

The Board, in accelerating its open admissions timetable, was mindful of the growing faculty, student and public concern over the large numbers of students who would not have been admitted to the University under the original Master Plan timetable. The University has estimated that over 25,000 students would be denied admissions to the University between 1970 and 1975 if the timetable was not accelerated.

Section II of the 1969 First Revision of the Master Plan approved by the Board on November 24, 1969 and by the Board of Regents on December 19, 1969, presented revised enrollment goals and a plan for implementation under the accelerated Open Admissions Policy.

Further, in defining its enrollment goals, the University recognizes that education is a continuous process extending into adulthood. It will expand University commitments to provide continuing education programs, on a self-supporting basis, for the community at large. The University accepts its obligation, for instance, to professionals seeking to up-date their competence, public officials seeking special training, and teachers developing new skills. It accepts, too, a commitment for community service programs at all levels to residents of the City so that they may function more effectively for the betterment of the urban environment.

The University will continue to expand opportunities for graduate study, especially at the most advanced levels, encouraging scholarship in the humanities, arts and sciences; training educators, professionals and business leaders; and stimulating research for improvement of the urban environment.

In an effort to offset the net outmigration of City residents to public institutions in other states, to attract talented young people who would come to New York City to study and work and to encourage a wider community within the City University, the Board has encouraged larger numbers of non-residents to attend its institutions to the extent funds and facilities permit. This enrollment goal is consistent with the overall Regents policy, articulated in its 1967 Progress Report which "assumes a willingness on the part of the State to provide spaces in public institutions equivalent to the excess of students generated in New York but registered in public institutions elsewhere."

2. Undergraduate Students

The 1968 Master Plan divided the admission program into four sections:

1. Senior Colleges
2. Community Colleges - Career and Transfer
3. Special Programs: - SEEK - Senior Colleges/ College Discovery - Community Colleges
4. Urban and Regional Opportunity Centers

Under the original plan, the University intended to offer admission into the Senior Colleges to the top-quarter of each graduating class from the City's academic high schools; graduates of high schools of every type who were in the top two-thirds of the entire body of graduates from public and non-public high schools, were considered to have the ability to justify their admission to a two-year curriculum either in a transfer or a career studies program of the community colleges.

a. Senior and Community Colleges

At its meeting of November 12, 1969, the Board of Higher Education adopted a plan to [illegible]

average of 80 or higher, or students in the top half of their high school class will have opportunities for senior college admission [illegible] desire, and students who would have been admitted to specific [illegible] senior colleges under past admissions criteria will still be [illegible] junior students will have opportunities to attend programs in the [illegible] leges which may lead to completion of the first two years of the bacc[illegible] gram and transfer to the senior college in their junior year; or [illegible] to attend career oriented programs.

In addition, the senior colleges will continue to [illegible] for part-time study, who meet all admission requirements set for [illegible] prior to June, 1970, if they graduated high school prior to that d[illegible] students who graduate after June 1970, and wish to attend part-ti[illegible] who graduated prior to June 1970, and do not meet the admiss[illegible]ts in effect at that time, will be admitted on a space available basis. [illegible] of the colleges will offer baccalaureate courses in a single session ex[illegible] 5:00 a.m. to 10:00 p.m., providing both full-time and part-time student[illegible] lexibility for scheduling studies and assuring the fullest possible [illegible] of facilities.

The senior colleges will also offer admission to a se[illegible]er of students who, because of social, economic or educational dis[illegible], are unable to meet regular senior college admission requirements. The SE[illegible]gram is intended to identify talented high school graduates who are capabl[illegible]fitting from senior college study after appropriate remedial work.

These students, admitted directly from high school, [illegible]ed by community college students, who through their performance at the c[illegible]leges, demonstrate their ability to benefit from further study. Or[illegible] community college transfer programs will be admitted at the thir[illegible] the senior colleges.

In addition, City University will continue to [illegible] students who do not meet the [illegible]

Effective in September 1971, returning veterans will be admitted to the senior and community colleges as if they had graduated in June 1970, or subsequently if they have a high school diploma.

The senior and community colleges will continue to experiment with admission requirements that will substitute new criteria in place of high school achievement as the basis for admission preference.

Admission of selected students without regard to high school performance has also been encouraged at community colleges with traditional practices through the expansion of the College Discovery Program. This program, similar to SEEK, has been expanded to include students who enroll in career programs as well as students enrolled in transfer programs.

b. Urban and Regional Opportunity Centers

All persons are eligible for admission (subject to space availability) to one of the City University's Urban or Regional Opportunity Centers for intensive skills training. In addition to job-oriented technical training, the Urban Centers offer "College Adapter" courses for students who have potential for community college programs and who might have been overlooked in their initial assignment to a City University institution. These college-adapter courses might be incorporated into certificate programs of up to one year's duration. Such certificate programs serve as "vestibules" for successful interested students to transfer into associate degree programs at the community colleges.

c. Expansion of Enrollment of Out-of-City Students

The City University has expanded opportunities for non-resident students by eliminating restrictions on out-of-city and out-of-state students. It has adopted a goal to expand enrollment from the present 5% of the total to 10% by 1975, provided the University meets its enrollment goals for resident students.

d. Expanded Educational Opportunities

Several senior colleges have developed special admission programs whereby exceptionally talented high school juniors will be enrolled as matriculated undergraduates in the colleges' special honors programs. Each student will be given an opportunity to proceed at his own pace in studying for the baccalaureate degree. Maximum opportunity will be provided for exemptions and advanced placement in particular subjects. Special academic guidance will be offered students to ensure that adequate consultation with faculty advisors is secured before the selection of academic programs.

Students will be accepted for the programs on the basis of demonstrated academic achievement and potential during the first five terms of secondary school work. It is expected that most successful applicants will come from the highest 10% of their respective high school classes, based on grade average. However, each applicant will be judged individually, and no fixed number of categories of high school units of work has been set as the minimum requirement for admission.

3. Admission Policies

a. Admission Policies and Enrollment Goals for Undergraduate Students

The Board established a Commission of Admissions at its meeting of July 9, 1969 and ordered it to come forth with a plan for a revised admission policy by October 1, 1969. The Commission, in issuing its report, recommended that the Board modify its admission policies. At its meeting of November 12, 1969, the Board adopted the following admission policy for the first year of the Open Admissions Program:

"The system will place students in one of ten admissions categories. Students will be placed in the highest admissions category for which they are eligible as follows:

Group	Decile Rank in Their H.S. Class	High School Average
I	Top Tenth	90% or Higher
II	Second Tenth	87.5%
III	Third Tenth	85%
IV	Fourth Tenth	82.5%
V	Fifth Tenth	80%
VI	Sixth Tenth	77.5%
VII	Seventh Tenth	75%
VIII	Eighth Tenth	72.5%
IX	Ninth Tenth	70%
X	Last Tenth	Under 70%

All students would be admitted to the City University. Students in the higher groupings would receive a preference for admission in the college of their choice, but no eligible student will be denied a place at the City University under this program."

Students eligible for special programs will continue to be admitted via special processes designed for those programs

The Board also adopted the Commission's recommendation that insofar as possible, students be given the program of their choice, even if the college of their choice cannot be guaranteed, and that necessary program and facilities reallocations be made to meet this goal in 1970. Under this policy, all students desiring a baccalaureate program can be admitted to such a program in a community or senior college in September, 1970. Special facilities in the community college career programs can be expanded for 1970, however, the special equipment and space requirements of such programs may slow progress in that direction.

The Board, determined to avoid de facto segregation in the University, adopted the following Commission recommendation:

"This new rank and grade average policy will move the University dramatically closer to equalizing higher education opportunity for all students

in New York City. But neither this program, nor any program which has been recommended to the Board, can adequately provide for ethnic integration of the colleges and complete equality of opportunity without the continuation and expansion of the SEEK program. The Board notes that expansion of SEEK was also a major component of each of the admissions plans submitted to it. Such expansion of the 1970 SEEK freshman class, to enroll 2,500 students, represents an 85% increase over the 1969 SEEK entering class, is hereby authorized and directed. To do otherwise would be to make the community colleges into a second-track system to which the majority of Black and Puerto Rican students who have not been adequately educated in the secondary schools would be assigned. We emphatically reject any approach which would lead to de facto segregated institutions, either community colleges or senior colleges."

The policy of automatic transfer of community college students to the senior colleges has been redefined and permits all community college Associate-Arts degree recipients, upon transfer to the senior college of their choice to be granted 64 credits towards a baccalaureate degree with the understanding that these credits represent the equivalent of the credits earned by native senior college students in the freshman and sophomore years and that the community college transfer students shall not be required to earn credits above the 128 normally required for a baccalaureate degree unless he changes his major field of study or be found lacking in prerequisites within his major field.

The open admissions plan is intended to cover the 1970-71 school year. The University's experience during this year will determine what adjustments, if any, will be necessary in the allocation of students to specific units or programs.

b. Special Admission Practices

While high school achievement now provides the best available objective measure of student ability to benefit from college academic study, it fails to give proper weight to students with interests and special talents in such areas as science, mathematics, the fine arts and the performing arts. Opportunities for students will be expanded by allowing the responsible departments to experiment with special admission procedures which permit all high school graduates who plan to major in specialized fields where special talents are required to take an aptitude test (or audition) which will be considered together with their high school achievement for admission purpose. In effect, evaluation of aptitude will take the place of the standard admission test in the development of a composite score for determining the potential for college study in fields requiring talent and aptitude.

c. Career Ladder Programs

In recent years several colleges have offered opportunities for post-high school education to employees of City agencies. Consistent with the University's commitment to expand such opportunities, a university-wide Career Ladder program has been developed to meet the growing demand by both adults and recent high school graduates for increased educational opportunities. As part of the cooperative agreement, the City of New York has provided released time to municipal employees for their study at the University.

One of the early participants in the Career Ladder program was the Board of Education of New York City. Under their program, para-professionals are able to progress from Education Assistant (requiring less than a high school diploma) to Education Assistant with a high school diploma (with different pay and responsibilities) to Education Associate (requiring two years of college) to Beginning Teacher (requiring the baccalaureate degree).

Programs of this nature have been requested for entry level personnel in the Department of Social Services, Community Mental Health Board, Board of

In April, 1970, the Governor, recognizing the importance of such a program, approved the concept of career ladder programs which integrate curricular employment with baccalaureate programs at the senior colleges.

d. Processing Applications for Admission

The University Admissions Processing Center (UAPC) was opened in 1965 in order to provide a central facility through which all University applications could be processed. High school graduates may apply to several colleges of the University through a single application to the Center. The UAPC also maintains a data bank on student applications permitting periodic evaluation of shifts in enrollment trends.

While the Center provides for central processing, it does not define admission requirements. These are defined by the individual colleges within the overall goals and policies established by the Board of Higher Education. The UAPC procedures permit the Center to identify and forward to the colleges the names of students who meet their requirements and to whom they wish to offer admission. Through these procedures, the Center assures an objective selection of students who meet the regular requirements of each college.

By Board policy, all applications for first-time freshman admission to the University's undergraduate programs are processed through the UAPC.

A special case, however, applies to students who enter the colleges through the SEEK, College Discovery and possibly the Urban Center programs. Processing their applications requires identifying those students who have the ability, with special support, to enroll in the four-year senior colleges through the SEEK program, those who may succeed in a community college program through College Discovery, and those who would benefit most from a program at an Urban Center.

Therefore, the University has established special procedures for students who do not meet regular admissions standards for either a senior college or a community college. These procedures are implemented through the University's

e. Non-Resident Students

Non-resident students will be admitted on a space-available basis in accordance with enrollment goals with preference given students with high academic achievement.

4. Graduate Students

Pressure for admission to graduate programs is expected to continue during the coming years. Though some programs will doubtless encounter difficulties, for a while at least, in recruiting students from segments of the population susceptible to military service, others which have traditionally attracted larger numbers of women and older students will not be similarly affected. It is also likely that greater numbers of veterans than are now found in our graduate student body will seek opportunities for advanced study. With the growth of established programs and the introduction of new programs in the near future, an increase in the quest for graduate degrees by married women may be anticipated. Already, over one-fourth of the 248 PhD's granted have been awarded to women.

Doctoral programs especially will continue to stress admission of full-time students. The proportion of such students in the student body has been steadily rising and while the rate of increase may be slowed down, the direction of the trend will be encouraged. The University, however, being cognizant of its role and responsibility as a publicly supported urban institution, will continue to develop opportunities for advanced study by part-time students. It is recognized that many such students would prefer to engage in full-time study if more substantial financial support were available from sources within and outside the University.

It is recognized that the size and quality of the graduate student body as well as the period of time required for the completion of degree requirements are heavily dependent upon the availability of adequate sources of financial aid. A critical problem in the University in the past, it will likely be further

the University have been redoubled, while simultaneously fellowship support has been pursued from governmental, community, and private agencies outside the University. More effective channels of communication have been developed with the units of the City University and other institutions of higher education in the metropolitan area so as to maximize part-time teaching opportunities for graduate students. This has necessitated a continuing review of methods of supervising teaching by graduate students.

New programs have been devised to offer opportunities for graduate study by qualified and promising students from backgrounds of economic disadvantage. Such programs are, of interest to governmental agencies, community organizations, and private foundations which support such ventures. The University hopes to foster such cooperative relationships.

In recent years increasing interest in the graduate programs of the University has been evidenced by foreign students, particularly in the scientific, technical, and social science fields. This trend, which may be expected to accelerate, should be encouraged. It will, however, be necessary to keep a close watch upon trends and to weigh constantly the implications of our admission policies in this area of higher education.

A steady increase in the number of graduate students from out-of-state is anticipated. It will therefore be necessary to make provision for adequate financial aid as well as for dormitory, housing, and other living requirements.

5. Undergraduate Non-Matriculated Students

The number of non-matriculated students within the University will significantly decrease as a result of the Open Admissions program. Students who did not meet the formal academic prerequisites for admission or whose high school achievement fell below admissions standards will now be eligible for full matriculated status.

Prior to this new program, non-matriculated students constituted the largest portion of part-time students and a sizable portion of total enrollment at the University.

These students generally attend in the evening on a tuition-paying basis. Included in this classification are students who in prior years lacked academic prerequisites for matriculation and whose high school achievement fell below admission standards; transient students enrolled in specific courses with no intention of matriculating for a degree; out-of-state and foreign students who do not meet residence requirements; students who are dropped for academic reasons but who are seeking reinstatement; and college graduates working on specific licensing requirements such as those for teaching positions in the City school system.

6. Community Service Programs

One of the traditional areas of University responsibility is in service to individuals in the community at large as distinguished from its responsibility to students who seek formal programs of study leading to degrees. The University has provided many such programs in the past: in continuing professional education programs, in training for municipal employees, in sponsoring conferences and seminars, in career training for health professions, in high school equivalency programs, and in adult education courses. The University plans to encourage the expansion of its community service programs, and will seek financial support for their improvement and expansion.

Community service programs are usually designed to accomplish limited, well-defined objectives, generally for a specific group of persons. Alternatively, programs such as adult education are designed for the public at large. The criteria for admission to such programs is usually defined by the program's objectives or by its sponsors. Maturity of interest rather than high school records is usually the basis for participation.

7. University-wide Enrollment Trends

The City University's total enrollment for 196[illegible] as reported in Table 1 of Part IV of the 1969 First Revision to the 1966 Master Plan was 161,[illegible] students. In 1969-70, enrollment rose to 161,593 students, an increase of 5%.

The University will admit 35,000 freshmen under open admissions in September, 1970. By 1975, the freshman class will increase to 40,000 students as the University continues to meet demands for higher education opportunities. An analysis of Table 1 reveals that the growth of the freshman classes over the next five years will occur primarily in the senior colleges. Although the freshman population will continue to increase at the community colleges, it will be at one-third the rate of the senior colleges. The increase at the senior colleges will be in both the regular and SEEK programs while the increases at the community colleges will be largely in the College Discovery Program.

A comparison of current enrollment with those expected in 1971 and [illegible] resulting in part from the impact of Open Admissions is presented in Table 2

8. High School Graduates and Expected Admissions

The most striking aspect of City University enrollment projections is not the increase in the numbers expected but the change of student achievement levels and its impact on the institutions' programs. As the University has moved systematically to meet its commitment to provide post-high school opportunity to all graduates wishing to continue their studies, it has developed programs of sufficient range so that each student has been able to find a program suited to his ability and needs. Enrollment projections have been developed, therefore, not only by reference to numbers of high school graduates but also by reference to rough measures of their performance.

Table 3 shows the increase in the number of high school graduates expected for both public and private high schools. The increase is from 73,[illegible] 1967 to 89,300 in 1975, with most of the increase occurring in the public high schools. These projections have been developed by using the latest [illegible]

TABLE 1

CITY UNIVERSITY OF NEW YORK
PROJECTION OF FRESHMAN CLASS
FALL 1970 - Fall 1975

	SENIOR COLLEGES			COMMUNITY COLLEGES			TOTAL CITY UNIVERSITY		
Fall	1968 Master Plan	Revision of Projections	Difference	1968 Master Plan	Revision of Projections	Difference	1968 Master Plan	Revision of Projections	Difference
1970	11,900	20,750	+ 8,850	11,750	14,250	+ 2,500	23,650	35,000	+ 11,350
1971	12,250	21,500	+ 9,250	12,970	14,500	+ 1,530	25,220	36,000	+ 10,780
1972	12,720	22,250	+ 9,530	14,470	14,750	+ 280	27,190	37,000	+ 9,810
1973	13,040	23,000	+ 9,960	16,070	15,000	- 1,070	29,110	38,000	+ 8,890
1974	13,370	23,750	+ 10,380	17,570	15,250	- 2,320	30,940	39,000	+ 8,060
1975	13,810	24,500	+ 10,690	19,270	15,500	- 3,770	33,080	40,000	+ 6,920

TABLE 2

TOTAL ENROLLMENT AT THE CITY UNIVERSITY OF NEW YORK [a]
ACTUAL 1969 AND PROJECTED 1971 and 1975

Category	1969	1971	1975
Full-time Day Session Undergraduate Matriculated Students			
Community Colleges -	19,905	35,700	41,2
Regular Admissions	18,211 [b]	32,600	38,0
College Discovery	1,774 [b]	3,100	4,1
Senior Colleges -	51,280	76,100	100,8
Regular Admissions	39,920	57,800	79,0
SEEK	4,030	6,800	10,0
Community College Transferees	4,300	7,500	13,8
Out-of-City Students	3,000	4,000	5,3
Part-time and/or Non-Matriculated Undergraduate Students			
Community Colleges	27,126	27,000	34,0
Senior Colleges	34,291	40,000	48,2
Graduate Students			
Full-time			
Doctoral	1,163	2,100	3,4
Masters Matriculants	1,378	2,900	4,7
Part-time			
Doctoral	477	400	7
Masters Matriculants	16,315	20,400	25,5
Non-Matriculants	7,578	10,100	12,1
Urban Centers and Regional Opportunity Centers	5,000 [c]	9,100	12,0
All Students	164,593	223,800	271,7

[a] Excludes Adult Education, John Jay College of Criminal Justice and Mt. Sinai School of Medicine; 1971 and 1975 data rounded to nearest hundred

[b] There are an additional 244 part-time College Discovery students in the Community Colleges

[c] Based on estimate of entire year's enrollment.

Table 3

New York City High School Graduates by Control and Type of Diploma
Actual 1961-1967 and Projected 1968-1975

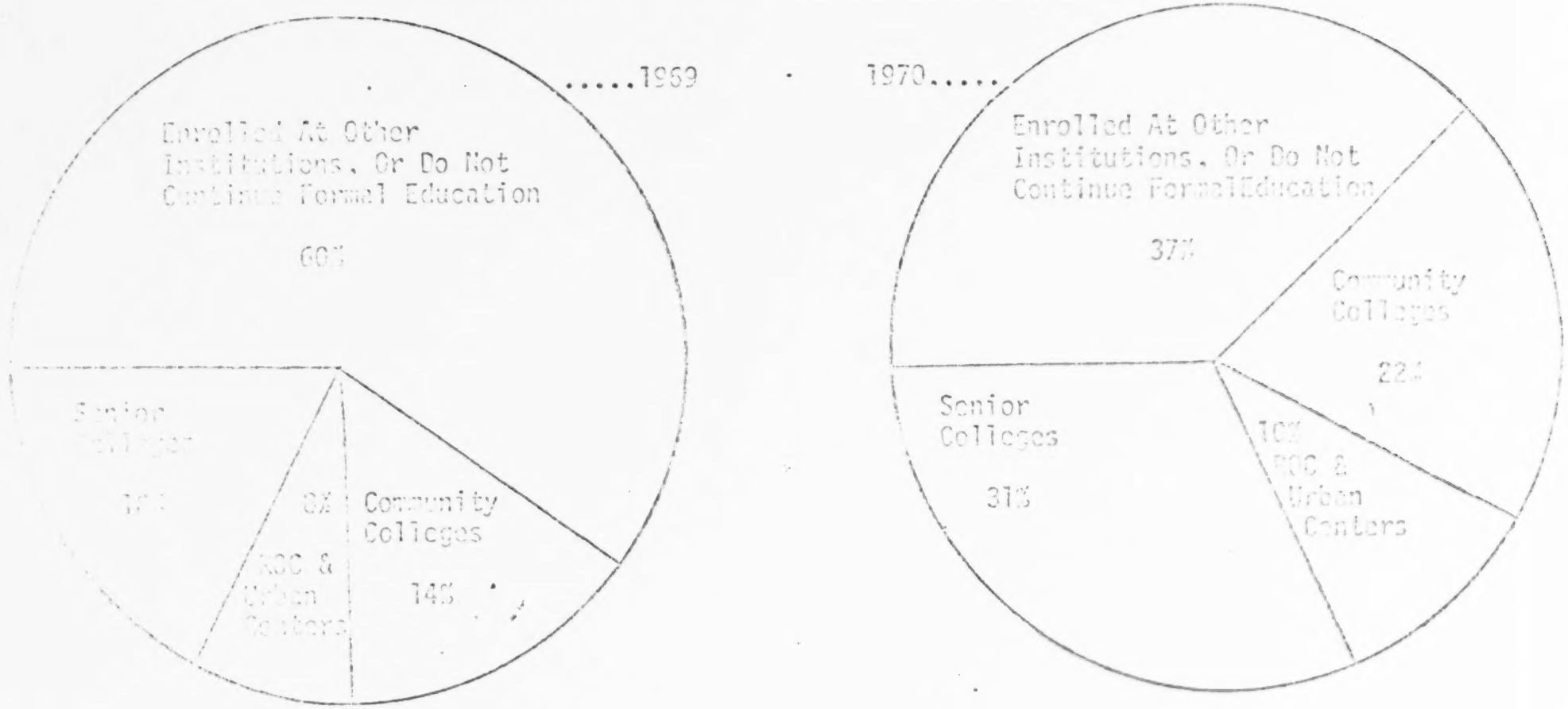
Year	Public	Private	Total	Academic Technical Commercial	General Vocational
1963	50,041	18,849	68,890	41,122	27,768
1964	59,154	19,310	78,464	48,617	29,847
1965	55,850	19,000	74,850	44,850	29,950
1966	47,150	20,475	67,625	41,762	25,863
1967	51,362	22,400	73,762	47,105	26,657
1968	51,100	22,500[b]	73,600[c]	48,600	25,000
1969	51,100	22,500[b]	73,600[c]	50,500	23,100
1970	54,500	23,000	77,500	47,000	30,500
1971	53,500	22,900	76,400	46,200	30,200
1972	54,000	23,400	77,400	46,600	30,800
1973	55,500	22,900	78,400	46,500	31,900
1974	56,000	23,000	79,000	46,500	32,500
1975	57,200	23,100	80,300	46,800	33,500

[a] Excludes diplomas granted to non-enrolled candidates.
[b] These figures remain estimates as data from private schools are incomplete.
[c] These totals reflect the estimates of private school enrollments.

Under Open Admissions 53% of the high school graduates in the City are expected to enroll in the University in September, 1970. This compares with the enrollment of 32% of the City's high school graduates in 1969.

THE CITY UNIVERSITY OF NEW YORK

The Percent and Number of High School Graduates Registered By Type of Unit



60,130	Number of H.S. Graduates	71,000
47%	Percent Offered Admission At C.U.N.Y.	100%
28%	Percent Registered At C.U.N.Y.	50%

In the Fall, 1968, City University conducted its first ethnic census to meet the requests of the New York State Education Department and the Office of Civil Rights of the U.S. Department of Health, Education and Welfare. The census showed that 82% of the University's total enrollment was white, 10% Black and 3% Puerto Rican; 5% did not respond or were from other minority groups.

Subsequent studies in 1968 and 1969 indicate a substantial increase in Black and Puerto Rican undergraduates enrolled during this three-year period. Blacks and Puerto Ricans constituted 16% of the student body in 1968 and 18% in 1969. The absolute number of enrolled Blacks and Puerto Rican students has also increased from 15,755 in 1967 and 20,981 in 1968 to 25,196 in 1969.

The ethnic distribution of students, based upon the type of college in which they were enrolled, is shown in Table 4.

TABLE 4

ETHNIC DISTRIBUTION OF SENIOR & COMMUNITY
COLLEGE STUDENTS (Through 1969)

GROUP	Community Colleges 1967	1968	1969	Senior Colleges 1967	1968	1969
White	68.2%	68.5%	62.4%	87.0%	85.6%	80.1
Black	20.1%	20.9%	23.3%	6.4%	8.1%	9.
Puerto Rican	5.4%	5.9%	6.0%	1.9%	2.3%	3.
Other	4.7%	2.9%	3.5%	3.8%	2.4%	3.
No Response	1.6%	1.8%	4.8%	.8%	1.5%	3.
TOTAL	100.0%	100.0%	100.0	99.9%	99.9%	99.

Based on [illegible]
Source: [illegible] Ethnic Census, The City [illegible] of the City University [illegible] Fall, 1969.

The data in Table 4 indicate significant increases in the enrollment of minority group students in both community and senior colleges, with proportionately greater increases in senior college enrollment.

Analysis of comparable data collected over a three-year period indicates that the City University has made dramatic advances toward providing increased educational opportunity for the young people of our City. This has been accomplished through the development of new colleges, expansion of existing institutions, and the establishment of large-scale and innovative programs for students whose high school program had not prepared them for immediate entrance to collegiate study. These programs include SEEK, College Discovery, Educational Opportunities Program, One Hundred Scholars, and others.

Table 5

Public and Private High School Graduates Distributed by Race
Projected 1970-1975[a]

Year	Black	Puerto Rican	Other than Negro and Puerto Rican	Total
1970	12,800	7,600	55,500	75,900
1971	13,200	7,800	53,700	74,700
1972	14,000	8,300	53,500	75,800
1973	15,200	8,700	52,700	76,600
1974	15,500	9,000	52,500	77,000
1975	16,800	9,400	51,800	78,000

[a] Excludes students with technical diplomas for whom data could not be projected.

9. Community Colleges

Table 6, which contains revised enrollment projections for the University, reveals the expected impact of the open admissions policy for the period 1970-1975.

The figures show that demand for places in the community colleges will increase slowly after 1971, while the demand for the senior colleges will increase sharply in each year of the period. The need for new senior colleges within the University in order to absorb this expansion becomes apparent.

a. Enrollment Goals for Existing and New Community Colleges

In the light of the expected impact of open admission, new enrollment goals have been established for each of the existing community colleges. In addition, enrollment goals have been established for the new community colleges.

Table 7 includes enrollment projections for Hostos Community College and Community College #9 which were approved by the Board of Higher Education at its meeting of January 22, 1968. Hostos Community College will open in September 1970, and Community College #9 is expected to enroll its first students in September, 1971. The resolution establishing Community College #7 approved by the Board at its November 27, 1967 meeting was rescinded. Instead, a new College of Professional Studies offering both associate and baccalaureate degrees in the Bedford-Stuyvesant section of Brooklyn has been authorized by the Board and approved by the Regents.

The revised enrollment goals for new and existing colleges reveal an excess of students over the previous goals which must be distributed among the various community colleges. This unallocated portion reaches a peak of 6,500 students in 1971, and declines to 2,250 students in 1975. Because the excess is relatively small, the enrollment goals of existing community colleges will be expanded to accommodate the expected excess.

The 1968 Master Plan projected a total of [illegible] community colleges, but the revised enrollment projections [illegible] planning for this college should be [illegible]

TABLE 6

REVISED ENROLLMENT PROJECTIONS
Fall 1970 - 1975

	SENIOR COLLEGES			COMMUNITY COLLEGES			TOTAL CITY UNIVERSITY		
Year	1963 Master Plan	Revision of Projections	Difference	1963 Master Plan	Revision of Projections	Difference	1963 Master Plan	Revision of Projections	Difference
1970	54,200	63,100	+ 8,900	27,700	30,200	+ 2,500	83,900	95,300	+ 11,400
1971	59,600	76,100	+ 16,500	31,500	35,700	+ 4,200	91,100	111,800	+ 20,700
1972	60,600	83,600	+ 23,000	35,300	38,000	+ 2,700	97,900	123,600	+ 25,700
1973	66,300	94,800	+ 28,500	39,400	39,400	—	104,700	133,200	+ 28,500
1974	67,400	101,900	+ 33,500	43,600	40,500	- 3,100	112,000	142,400	+ 30,400
1975	71,600	106,500	+ 34,900	48,000	41,600	- 6,400	119,600	140,100	+ 20,500

TABLE 7

SCHEDULED ENROLLMENT PLANS OF COMMUNITY COLLEGES
FULL-TIME DAY SESSION MATRICULATED STUDENTS

	Actual 1967	Actual 1968	Actual 1969	1970	1971	1972	1973	1974	1975	Goal
BMCC	467	2,546	2,540	3,300	3,300	3,400	3,500	4,500	5,000	5,000
[illegible]CC	1,617	2,759	3,555	4,510	4,700	4,900	5,100	5,300	5,600	5,600
[illegible] Manhattan Beach	345	1,798	2,309	3,705	3,800	4,400	5,200	6,000	6,000	6,000
Mid-Brooklyn	123	568	532							
[illegible]CC	2,743	4,323	4,085	4,455	4,600	4,800	5,000	5,100	5,200	6,000
[illegible]	1,211	3,035	3,009	5,050	5,000	5,000	5,000	5,000	5,000	5,000
[illegible]CC	900	2,770	3,075	3,660	4,050	4,650	5,300	5,300	5,300	5,300
[illegible]CC	0	0	0	500	1,250	2,250	3,000	3,700	4,500	6,000
[illegible]	0	0	0	0	450	950	1,700	2,000	2,700	6,000
TOTAL	7,406	17,779	19,985	25,190	27,170	30,350	33,800	36,900	39,300	44,900
Desired Level	7,406	17,779	19,985	30,200	35,650	37,975	39,400	40,450	41,550	
Excess of Expected Enrollment over Desired Level	—	—	—	5,010	8,480	9,625	5,600	3,550	2,250	

10. University Special Programs

The University's special programs complete the spectrum of post-high school education. These programs - SEEK, College Discovery, Urban Centers and the Regional Opportunity Centers - are designed for students with equivalency certificates as well as those with high school diplomas. Students who enter the Urban Centers and the Regional Opportunity Centers have the opportunity to enter the community colleges through the College Adapter Program. Students who succeed in the community college transfer programs are permitted transfer to the senior colleges, while students who enter the College Discovery and SEEK programs can enter the community colleges or the senior colleges. Thus the University continues to serve as a means by which the talented youth from low income families of this City can achieve upward mobility measured in occupational as well as educational terms.

The Urban Centers are associated with the Borough of Manhattan Community College and the New York City Community Colleges.

The Regional Opportunity Centers are located in each of eleven designated poverty areas of the City. The University is responsible for both the educational and vocational training component under contract with the Manpower Career Development Agency of the Human Resources Administration.

Table 8 presents the projected freshman enrollment in special programs for the Fall 1970-1975. Table 9 reflects the expected growth of the SEEK Program at the senior colleges. Currently there are 4,057 SEEK students enrolled throughout the University. By 1975, the program is expected to enroll 10,000 students.

TABLE 8

FRESHMAN PROJECTIONS FOR SPECIAL PROGRAMS
FALL 1970 - FALL 1975

YEAR	SENIOR COLLEGES SEEK [a]	COMMUNITY COLLEGES COLLEGE DISCOVERY [a]	CAREER LADDER PROGRAM	URBAN CENTERS AND REGIONAL OPPORTUNITY CENTERS [b]
1970	2500	1250	0	8700
1971	2500	1500	1000	9100
1972	2750	1750	1250	9600
1973	3000	2000	1500	10,300
1974	3250	2250	1750	11,100
1975	3500	2500	2000	12,000

[a] Included in freshman class in Table 10.

[b] Based upon estimate of the total number of students who will attend the centers during the academic year.

SEEK STUDENT ENROLLMENT IN THE SENIOR COLLEGES
ACTUAL 1967-1969, PROJECTED 1970-1975

	Actual 1967	Actual 1968	Actual 1969	1970	1971	1972	1973	1974	1975
		31	221	400	400	500	600	650	700
	154	428	674	1,200	1,200	1,200	1,200	1,200	1,200
	479	660	1,503[a]	2,100	2,200	2,300	2,400	2,500	2,525
	71	133	345	700	800	800	800	800	800
		150	301	500	700	600	600	600	600
	552	644	909	1,200	1,200	1,200	1,200	1,200	1,200
		62	106	200	300	400	500	500	500
				100	150	200	250	300	350
e Number 17					50	100	200	400	500
otal	1,256	2,180	4,059[c]	6,400	7,000	7,300	7,750	8,150	8,475
ented					500	700	850	1,150	1,525
rsity SEEK Center	-	491	b	b	b	b	b	b	b
	1,256	2,599	4,059[c]	6,400	7,500	8,000	8,600	9,300	10,000

City College includes 470 students at Alamac SEEK Center

[b] Included in City College figure

There are an additional 135 SEEK students in the Community Colleges in a program being phased out and [illegible] at Richmond and John Jay Colleges.

1. Senior Colleges

a. Undergraduate Enrollment

Experience with the unexpectedly large number of high school graduates accepting admission to the University under the new Open Admissions policy has forced reconsideration of earlier projections of enrollment in the senior colleges for the 1970-75 period. The revised projections shown in Table O reveal that by 1975 the University will need 27,400 additional spaces in the senior colleges. The University is exploring means by which this need can be met.

ENROLLMENT PLANS OF CUNY SENIOR COLLEGES FULL-TIME
UNDERGRADUATE DAY SESSION MATRICULATED STUDENTS, (EXCLUDING ALL SEEK)
ACTUAL 1964 AND 1969 AND PROJECTED 1970-1975

College	Actual 1964	Actual 1968	Actual 1969	1970	1971	1972	1973	1974	1975
Baruch	2,482	2,627	2,538	3,500	3,600	3,800	4,100	4,700	5,300
Brooklyn	10,103	10,056	10,385	10,200	10,900	10,800	10,700	10,300	10,500
City	9,937	10,207	10,575	11,300	11,300	11,300	11,300	11,300	11,300
Hunter	4,101	5,751	5,770	7,000	7,200	7,200	7,200	7,200	7,200
John Jay	--	323[b]	492[b]	835[b]	1,900[b]	2,700[b]	3,200[b]	3,700[b]	4,300
Lehman	4,149	5,422	5,099	5,500	6,200	6,300	6,500	6,500	6,500
Queens	7,801	10,106	11,042	12,400[a]	13,100	14,000	14,000	14,000	14,000
Richmond		703	1,161	1,750	2,200	3,500	4,000	4,500	5,000
York		925	1,131	1,650	2,000	2,000	3,000	4,000	5,000
Total	38,573	46,120	48,193	54,135[a]	58,400	61,300	64,000	66,200	69,100
Required Level				59,375	69,350	77,850	85,325	92,750	96,500
Excess of Expected Enrollments over College Goals				5,240	10,950	16,550	21,325	26,550	27,400

[a] In addition, it is expected that Queens College will enroll approximately 1200 part-time matriculated students during the day.

[b] Full-time only.

12. John Jay College of Criminal Justice

Table 11 presents revised projections for the John Jay College of Criminal Justice. Because of the unique nature of the student body it serves, it is presented separately from the other senior colleges. A large number of the students are members of the New York City Police Department and from other law enforcement agencies.

TABLE 11

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
UNDERGRADUATE ENROLLMENT PROJECTIONS, 1970-1975[a]

Year as of Oct. 15	Part-time	Full-time (Excluding SEEK)	Total	
			Head count	Full-time equivalent[b]
1969[c]	2,101	492	2,593	1,377[d]
1970	3,000	835	4,525	2,485
1971	4,000	1,900	5,900	3,900
1972	4,500	2,700	7,200	4,950
1973	5,000	3,200	8,200	5,700
1974	5,500	3,700	9,200	6,450
1975	6,000	4,300	10,300	7,300

a. Projections in the 1969 First Revision of the 1968 Master Plan has been re

b. To compute estimated full-time equivalent, each estimated part-time figure multiplied by 1/2.

c. Actual

d. Actual full-time equivalent was computed by dividing total undergraduate credits carried by (20,655) by 15.

13. Expected Senior College Enrollment Demand

Between 1970 and 1975, the senior colleges will not have the capacity to accommodate the sizable enrollment demand which will be made upon them. This demand will increase from 65,100 in 1970 to 106,500 in 1975. It will exceed capacity by 5,240 students in 1970 and by 20,925 in 1975.

TABLE 12

NEED FOR NEW SENIOR COLLEGES
FALL 1970-1975

Year	Unallocated Senior College Demand			College Number Seventeen	Residual Demand
	Senior College	Seek	Total	Total	
1970	5,240	0	5,240	0	5,240
1971	10,950	500	11,450	300	11,150
1972	16,550	700	17,250	600	16,650
1973	21,325	850	22,175	1,000	21,175
1974	26,550	1,150	27,700	1,400	26,300
1975	27,400	1,525	28,925	1,800	27,125
Goal				7,000	

*New college scheduled to open in 1971

14. Graduate Students

Graduate enrollment is not expected to increase significantly beyond the projections shown in the 1960 Master Plan. That plan projected 1,640 doctoral students full and part time for 1969; actual enrollment was 1,640. However, there was a significant drop in the number of full-time masters and advanced certificate students from a projected 2,100 to an actual enrollment of 1,213. These data are shown in Table 13. Enrollment figures for Mount Sinai School of Medicine are listed separately below.

TABLE 13

Graduate Enrollment, Doctoral Students and Full-Time Masters Level Students
Actual 1967-1969 and Projected 1970-1975

Year	Doctoral Students (Full and Part-Time)	Full-Time Masters and Advanced Certificates	Total
1967	1,196	1,782	2,978
1968	1,441	1,182	2,623
1969	1,640	1,213	2,853
1970	1,900	2,500	4,400
1971	2,460	2,900	5,360
1972	2,860	3,050	5,910
1973	3,220	3,350	6,570
1974	3,560	3,850	7,410
1975	4,070	4,175	8,245

Mount Sinai School of Medicine
1969/70 Enrollment

First Year	40
Second Year	38
Third Year	35
Fourth Year	23
Graduate Ph.D.	15
Total	151

The number of full-time graduate students is not expected to increase during this quadrennium as a result of Open Admissions. The data shown in Table 14 reflect actual enrollment for 1969 and estimates made on a program basis by each of the individual colleges of the number of students who will enroll for graduate study. However, recent changes in selective service regulations with regard to occupational draft deferments may affect these projections.

TABLE 14

Graduate Enrollment at the Senior Colleges and The Graduate Center
Actual 1969, and Projected 1971 and 1975

COLLEGE	1969 Full-time Graduate Matriculants	1969 Total Graduate Students	1971 Full-time Graduate Matriculants	1971 Total Graduate Students	1975 Full-time Graduate Matriculants	1975 Total Graduate Students
Baruch	91	3,307	375	3,550	450	4,425
Brooklyn	241	5,340	300	5,675	400	6,275
City	223	4,015	400	5,225	800	6,250
Hunter	504	5,256	375	5,500	450	6,325
John Jay	23	439	40	725	50	1,000
Lehman	12	1,708	150	3,375	300	5,000
Queens	194	4,190	1,100	7,325	1,250	8,250
Richmond	23	938	150	1,800	300	3,400
York	0	3	0	100	175	1,100
TOTAL[a]	1,311	25,402	2,890	33,275	4,175	42,025
Doctoral Students	1,200	1,677	1,930	2,460	3,010	4,070
TOTAL	2,511	26,881	4,820	35,735	7,185	46,095

[a] Master Degree and Advanced Certificate Candidates

15. University-Wide Full-time Equivalent Enrollment

To meet the requirements of amended Chapter 173 of the State Education Law, passed by the legislature in 1969, the University has converted its enrollment projections into FTE's. These figures are contained in Table 15. Because of the unknown variables contained in these projections, the University views these conversions as planning guides rather than as determinants of its annual budget submission.

TABLE 15

Full-Time Equivalent Enrollment
Actual 1968-69 and 1969-70, Budgeted 1970-71 and
Projected through 1975-76[a]

	Actual 1968/69	Actual 1969/70	Budgeted 1970/71	Projected 1971/72	Projected 1972/73	Projected 1973/74	Projected 1974/75	Projected 1975/76
Colleges								
	46,325	48,600	59,030	70,700	80,700	88,500	96,100	100,500
	11,380	13,750	13,180	14,500	15,000	15,500	16,000	16,500
(Upstate)	9,250	9,700	10,520	12,650	13,500	14,300	15,500	17,250
Graduate	7,060	6,400	6,530	7,200	7,300	7,400	7,600	7,700
	1,965	1,700	1,710	2,450	2,500	2,600	2,800	3,000
Colleges								
	14,700	16,200	21,670	32,600	35,500	36,000	37,000	38,250
	9,110	9,600	10,140	11,000	11,500	12,000	12,500	13,000
	1,780	2,030	1,900	2,170	2,000	2,000	3,000	3,250
	1,153	1,640	1,740	2,450	2,810	3,020	3,500	4,070
	93	83		100	150	200	250	300
	2,000	4,200	5,700	7,500	8,000	8,600	9,200	10,000
	1,300	2,250	2,650[b]	3,100	3,400	3,900	4,400	4,900
	172,905	116,123	130,030[c]	166,850	182,590	195,720	206,810	219,070

[a] Full-time equivalent enrollment projections are based upon expected enrollment demand in each program, student retention, transfer and graduation rates in each program and anticipated student credit loads per term. Any unpredictable variance in these factors would necessitate a reevaluation of the admissions criteria in order that the University may meet the earlier freshman admission goals set by Board of Trustees policy.

[b] Full-time equivalency budgeted in Senior Colleges.

[c] Totals figures rounded to nearest five.